

Clegg restores 1974 levels for lower paid

by David Jobbins

Pay rises recommended for polytechnic and college lecturers by the Clegg Commission range from 17 per cent on the lowest scales to 25 per cent on the highest.

The director of one of the larger polytechnics will—*if the report is implemented*—receive a pay boost greater than the proposed new annual minimum salary for a Lecturer 1 of £4,071 from September 1, when the second half of the award would be payable.

But it is at the bottom end of the pay scales—despite the lower percentage increases—that most has been done to restore the 1974 Houghton levels. A Lecturer 1 on the minimum salary is in fact better off than if the Houghton relationship had simply been restored, while a Lecturer 2 at the bottom of that scale is only marginally worse off.

Higher up the career structure the table shows how, even with the Clegg awards, senior staff have slipped behind the Houghton levels.

The report says the "modest" widening of differentials is proposed for school teachers is equally justified in higher education. In particular the value of company cars in the private sector, which the report says are relatively common at salaries of £10,000, was one of the factors the commission took into account in boosting higher salaries.

The commission was forced to abandon the £80,000 management consultant's guide which it planned to use as a factor in comparison between teaching jobs and a wide range of occupations outside the profession.

By Christmas, when the commission admitted it was unable to issue an interim report to help with the January phase of payments, consideration was being given to discounting the results.

Professor Clegg described this as the "big one that got away". The commission's decision to take the risk of failure when it embarked on the exercise had, he said, "no apologies" for it.

The report admits that to do the job properly would take 18 months at least.

Because of the limited time available, and the relatively small sample size, the data revealed a great contrast between the increases for school teachers and for lecturers.

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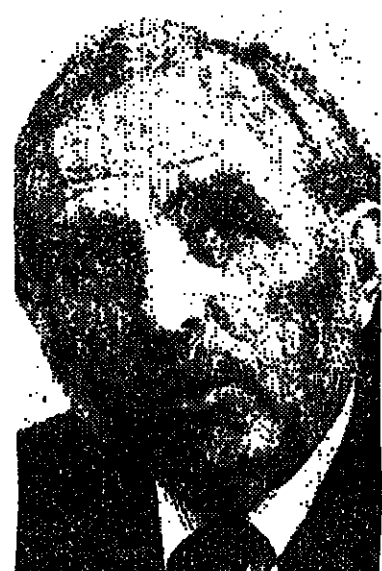
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Professor Clegg: 'Job not perfect'

graduate entries to teaching with those of entrants to other occupations. The commission also examined the rate at which graduate teachers were promoted—again in comparison with graduates in other occupations.

"I cannot say we think we have done a perfect job of work but in the circumstances, given the difficulties we were facing, we have done as well as we can to produce a report which is fair to teachers—and to the rest of the population which has to accept the bill," Professor Clegg said.

One thing the commission did identify for further consideration by the unions and teachers' employers was the salary structure, which it considered puzzling and not the best which could be devised.

The report says: "We are not convinced a single salary structure can at the same time provide a fair and effective system of rewards, promotion and differentials within individual colleges and also make proper allowance for the wide range of work... in further education."

Professor Clegg added: "We are not in a position to say it should be reformed, but we are in a position to say to both sides that they should look at it again."

Two further recommendations for the commission arose.

Part-time staff should be paid pro rata with full-time staff.

Salaries and conditions of research workers in higher education should be negotiated along with teaching staff.

The Standing Commission on Pay and Conditions of Employment (SCPE) has agreed to consider the report.

The report also recommends that the commission should consider the possibility of a new method for determining pay by comparing the salaries of

Scale	Rate of April 1979	Proposed rate	Proposed percentage increase	Index of proposed rate (1974=100)
Lecturer I	Min. 3,480 Max. 5,814(b)	4,071 6,801(b)	17.0 17.0(b)	109 91(b)
Lecturer II	Min. 4,470 Max. 7,149	5,229 8,436	16.3 18.0	98 94
Senior Lecturer	Min. 5,297 Max. 8,263	6,197 9,822	16.8 19.0	93 90
Principal Lecturer or Reader	Min. 7,680 Max. 9,639	9,138 11,568	19.0 20.0	91 90
Head of Department	Min. 6,435 Max. 7,338	7,593 8,558	18.0 16.3	93 92
II	Min. 6,283 Max. 8,031	7,338 9,558	16.5 16.9	90 91
III	Min. 5,976 Max. 8,585	6,931 10,680	16.5 20.0	90 91
IV	Min. 5,702 Max. 8,420	6,657 11,304	16.8 20.0	90 90
V	Min. 5,467 Max. 8,185	6,422 12,222	18.0 20.0	89 90
VI	Min. 5,232 Max. 7,950	6,187 13,479	18.0 20.0	88 88
Vice Principal	Min. 7,155 Max. 7,737	8,514 9,207	19.0 19.0	92 91
1	Min. 7,845 Max. 8,428	9,336 10,028	19.0 19.0	91 90
2	Min. 8,536 Max. 9,119	10,028 10,720	19.0 19.0	90 89
3	Min. 9,227 Max. 9,810	10,720 11,412	19.0 19.0	89 88
4	Min. 9,918 Max. 10,501	11,412 12,104	19.0 19.0	88 87
5	Min. 10,609 Max. 11,192	12,104 12,796	19.0 19.0	87 86
6	Min. 11,300 Max. 11,883	12,796 13,488	19.0 19.0	86 85
7	Min. 11,991 Max. 12,574	13,488 14,180	19.0 19.0	85 84
8	Min. 12,682 Max. 13,265	14,180 14,872	19.0 19.0	84 83
9	Min. 13,373 Max. 13,956	14,872 15,564	19.0 19.0	83 82
10	Min. 14,064 Max. 14,647	15,564 16,256	19.0 19.0	82 81
11	Min. 14,755 Max. 15,338	16,256 16,948	19.0 19.0	81 80
12	Min. 15,446 Max. 16,029	16,948 17,640	19.0 19.0	80 79
Principal	Min. 8,400 Max. 9,093	9,996 10,688	19.0 19.0	90 89
1	Min. 9,227 Max. 9,918	10,720 11,412	19.0 19.0	89 88
2	Min. 10,054 Max. 10,745	11,712 12,404	19.0 19.0	88 87
3	Min. 10,881 Max. 11,572	12,539 13,231	19.0 19.0	87 86
4	Min. 11,708 Max. 12,399	13,366 14,058	19.0 19.0	86 85
5	Min. 12,535 Max. 13,226	14,193 14,885	19.0 19.0	85 84
6	Min. 13,362 Max. 14,053	15,020 15,712	19.0 19.0	84 83
7	Min. 14,189 Max. 14,880	15,847 16,539	19.0 19.0	83 82
8	Min. 15,016 Max. 15,707	16,674 17,366	19.0 19.0	82 81
9	Min. 15,843 Max. 16,534	17,501 18,193	19.0 19.0	81 80
10	Min. 16,670 Max. 17,361	18,328 19,020	19.0 19.0	80 79
11	Min. 17,497 Max. 18,188	19,155 19,847	19.0 19.0	79 78
12	Min. 18,324 Max. 19,015	20,000 20,692	19.0 19.0	78 77
13	Min. 19,151 Max. 19,842	20,843 21,535	19.0 19.0	77 76

(a) Average non-manual earnings are estimated to have risen by 100.5 per cent between late May 1974 and April 1979. This estimate is derived mainly from the New Earnings Survey's index of average earnings of non-manual men and women (excluding teachers).

(b) Excludes additional pay of £5,998 effective from 1 September 1979.

Notes: See notes at end of Table 5.

Proposed FE teachers salary scales for England and Wales.

OU student ridiculed on Platform 1

by Charlotte Barry

Extensive apathy, indifference, outright discouragement expressed by counselling staff at the University is inhibiting students from enrolling in the education course in technology.

Yet the stated policy of the technology faculty is to encourage students, particularly women, are not specialists in this field.

The survey of 1978 on a summer school in 1978 on a total of 14 per cent on the course shows that advice from (mostly men) was the least important reason for choosing it, with 12 clear reasons to have had a positive encouragement.

"Misinformation, negative role stereotypes, general pessimism, were to be found among counsellors from all faculties," notes Ms Ailsa Swarbrick in the April edition of the *Open Teaching at Distance*.

Furthermore, the extended answers and the interview revealed extensive apathy, indifference and outright discouragement towards women students both in counselling and in national registration meetings.

Although the proportion of women students in the Open University overall had risen steadily to 44 per cent in 1978, numbers for courses in mathematics, science and technology have continued to be low.

However, Ms Swarbrick's survey shows that the success rate of small number of women who came to the initial barriers and rolled on the technology subject was not very significantly from the overall average. More than 92 per cent of the women passed, with 11 per cent gaining a distinction.

In spite of problems with entry, lack of scientific background, and the perceived difficulty of being a predominantly male study programme, the women positively welcomed the challenge of a new discipline and found the content and approach stimulating.

Some 60 per cent said the choice of course had not been an easy one, and 50 per cent expressed a range of problems including members of the family, academic staff, professional peers, members of the women's group and a boyfriend. The latter was particularly difficult to deal with.

But only 13 per cent regarded their tutor-counsellors as discouraging, once they had been persuaded to enrol, and the rest expressed support and enthusiasm for the subjects.

The report recommends that results of the survey should be used to encourage more women to enrol in the technology courses, and to provide more support and encouragement for the subjects.

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NUS president warns against 'moneygrabbing jackals'



The long and the short of it for a hot week on the Blackpool platform.

by Paul Flather

The National Union of Students has not and will not accept the Government's new proposal to fund student unions through college budgets.

Mr Trevor Phillips said in his opening speech at the union's national conference in Blackpool this week. The outgoing president warned 800 delegates and 500 observers in the Winter Gardens hall that students would be one of a number of groups picked on by Mrs Thatcher's "mad moneygrabbing jackals".

The new system planned by Mr Mark Carlisle, the Secretary of State for Education, would open student unions to unbridled interference by college principals and vice-chancellors and further squeezes on their already limited resources.

In order to fight back, which students had to do, the NUS needed to make realistic decisions on financial aid on the union's future priorities.

"Each and every one of you has to make painful choices about where your money goes next year. But you will make them because you have no alternative as responsible union officers," he said.

The union's income from subscriptions would be reduced by up to £100,000 in the next year because of piece-meal decisions in past years, inflation and falling income.

He went on to attack the Conservative Government's record on higher education, and repeated earlier warnings that students would go on the offensive with boycotts and rent strikes in colleges where charges were increased more than the 14.7 per cent increase in grants announced last year.

Because of the low increase in grants and because demands to abolish the means test had not met with sympathy but little action.

Mr Phillips defended the union from attacks from both the left and right flanks. He called for a broadly based union with no one political group holding a "stranglehold" on the NUS. "The union is no longer a vehicle for the views of a particular political party. It is not just a platform for those of us who want to engage in any other injustice."

A new system of student union subscriptions which shifts the burden of payment away from the

larger universities was approved by the conference in a mood best described as "enforced consensus". Subscriptions had been discussed at the last four NUS conferences and delegates faced the option of approving the main motion or having no subscriptions at all.

The new system to be phased in over the next academic year spreads the burden of meeting the union's income of £850,000 more equitably over the 750 student unions in NUS. It will mean a drop of about 9 per cent in NUS's total income. University unions can now expect to pay about 3 per cent less to NUS. But middle range colleges will not face increases of more than 15 per cent in their subscription.

At present 40 large universities and polytechnics make up more than half the union's annual income. Ms Helen Connor, elected for a second year as national treasurer, said:

"There was no debate because we were left with no option. You just had to vote otherwise there would have been no union. But it keeps us on an even keel for the next two years."

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Finniston proposals win vice-chancellors' support

by Robin McKie

Science Correspondent

University vice-chancellors have given the Finniston report's proposals for radically reorganizing engineering education and the structure of the profession in Britain with a statement of broad approval and support.

In particular the Committee of Vice-Chancellors and Principals believes the proposed Engineering Authority should have powers to accredit university courses, monitor training programmes and run the register of practising engineers.

"There is no doubt that the major changes which will take place in both the education and the training of engineers will be greatly to the country's benefit," the Department of Industry said.

However, the financial implications of the Finniston plan should not be underestimated, the committee warns, particularly those concerned with funding the recommended new degrees of BEng and MEng.

"This will necessarily entail extra support for the universities and it should be ensured that funding is sufficient to allow the maintenance of high standards in all departments, whether or not they are able to offer MEng courses."

The vice-chancellors also express concern about the Finniston recommendation that the new authority be funded directly by Government. The body should be drawn from industry, the professional institutions and the universities.

Other reservations highlighted by the committee include:

● disagreement that the selection for the four-year MEng course should be made after a common first year with the BEng. This would be unreliable.

● opposition to earmarking University Grants Committee funds for accredited courses. This should only be done for new courses over a limited period;

● rejection of the need to give engineering students greater grants than others. "There are other ways of attracting good students into engineering," the CVCP states.

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Centre 'needs managerial influence'

by Robin McKie

Science Correspondent

There is a strong case for the first director of the new, multi-disciplinary Centre for Analysis of Technology Change to be a manager.

Mr Philip, the director of the foundation for management education, who this week pointed out that industry represented a major interface between basic research and technology, said:

"However, it is often very hard to get industry to take up new ideas because the very structure of companies makes such innovation extremely difficult to introduce."

He said the centre would have to bridge the gap between science and technology, and between

Four-year course 'is solution to falling student numbers'

by Robin McKie
Science Correspondent

Four-year courses in many university subjects should be introduced by about 1985 to take advantage of the expected decline in student numbers in the early years of the next decade, the Annual Chemical Congress at Durham University heard last week.

Professor H. M. Frey, head of Reading University chemistry department, said that if half the students presently taking three-year degrees, took an extra year to study more advanced, specialist courses, this would cause a 16 per cent rise in numbers.

If only half the courses adopted this measure, which is a realistic estimate, then university numbers would rise by 8 per cent—an increase which would require no new building expenditure, a major, consistent of university cost," he added.

Such a move should be deferred until 1985-86, however, so the

resulting increase in students, which would begin three years later, would coincide with the predicted drop in those expected to enter higher education.

Professor Frey said there were several reasons for introducing four-year courses. In the case of chemistry, alterations in school syllabi and pressures for increased knowledge to be imparted at universities were major factors on the road to change.

Although the proposals for introducing N and F level exams at schools had been dropped by this Government, it was possible they could be reintroduced by a different administration. This would have serious consequences for three-year degree courses.

"Even with the present A level system, students at universities are having to be taught things they should have learned at school. This applies not only to learning but also to manipulative and practical work as well."

Also changes in chemistry were forcing alterations in attitudes at universities. For instance, constant technological advances were overloading teaching programmes, sometimes at the expense of instructing in fundamentals. Students also had to find more and more holiday work to survive financial difficulties, leaving less time for study, and there was further pressure for them to increase their practical work.

The best solution would be to introduce a four-year honours degree, Professor Frey argued. There would be a common three years for all students leading to an ordinary degree, with the best 50 per cent then staying on to do a fourth-year honours degree.

This would allow more time for practical and research work, specialization, learning of communication and literacy skills and would also improve morale among staff who would be dealing with brighter and more committed students.



Building has started on the new central library for the University of Newcastle which will provide 1,300 reader places, twice the existing amount. The library will cost £3,625,250 and will have space for 525,000 volumes.

Computer methods will be used to organize acquisitions, cataloguing and loans, and to enable readers to have access to the latest mechanized information sources in their own specialist field. The university hopes to move into the building not later than the beginning of the academic year October 1982.

Drastic remedies proposed for stagnation crisis

A package of radical proposals—including one for moving some science lecturers out of universities into schools—was put to the Congress last week as a cure for the stagnation crisis now afflicting higher education in Britain.

Professor R. G. Gowenlock, head of Heriot-Watt University chemistry department, said chemistry had suffered severe contractions in recent years and that in the period 1972-76, a total of 100 posts had been frozen because of financial difficulties affecting universities.

Chemistry departments had also suffered because the proportion of staff under 40 years was lower than the average for lecturers—36 per cent compared with the general figure of 47.3 per cent.

To allow greater flexibility and more opportunities for bright young scientists to enter departments with invigorating new ideas, Professor

Gowenlock proposed a package of different proposals.

These recommendations included:

● Early retirement—although this could be costly and have minimal effects.

● Phased redeployment. "Would it be possible to have an arrangement where staff were seconded to secondary education?" Professor Gowenlock asked.

● Joint university—industry appointments for staff under 35.

● Extension of present Science Research Council encouragement for creating staff vacancies.

However, Professor Gowenlock warned that these moves would require either more money or a reduction in the number of existing lecturers.

"There may be problems in such proposals. It is my belief that to do nothing will be even more painful," he concluded.

Chemists stress need for joint approach

It is vital that engineers and scientists should not be separated over registration issues if the new Engineering Authority is set up as proposed by the Finlinton Committee, the Royal Institute of Chemistry has urged.

The document, which was revealed at the Congress, points out that "both scientists and engineers can be technologists and their contributions are complementary and of equal importance."

It adds that the term "engineering" describes the application of scientific knowledge to practical ends—whether covers the work of a chemist or physicist as much as a mechanical or chemical engineer.

"Indeed, all four groups would be referred to as engineers in the United Kingdom," the submission states.

Race harmony conference comes under attack

by Patricia Santinelli

The Commission for Racial Equality has been attacked this week by West Indian and Afro-Asian organizations for discriminating against black speakers at its conference on education for a multi-cultural society which begins today.

The conference being held at Nottingham University is the launch of a £50,000 press and advertising campaign—Operation Link-up—which is designed to improve race relations in Britain through a special education effort.

The conference is meant to bring certain key groups and individuals among educational administrators, teachers and parents together to exchange ideas and devise practical guidelines. Among speakers are Baroness Young, Minister of State for Education, Professor J. John Eggleston, head of education at Keele University, and Mr. Christopher Price, MP, chairman of the House of Commons Select Committee on Education.

But at a pre-conference meeting in London, representatives of the Society of Afro-Asian Lawyers, the Black People's Committee Against Racism, the Indian Workers Associ-

ations and others strongly criticized the CRE for not having selected single black educationalists as its main speakers.

"We believe this is symptomatic of the CRE's attitude to black people," the group said. "We want them to participate at the conference by sitting and listening, not as platform speakers. We do not believe they have made a significant effort to invite black speakers."

Mr. David Lane, chairman of CUD, denied the accusation. He said: "This is a completely false allegation. We invited several black representatives, but unfortunately none were able to accept. This is a malicious rumour and I am sorry to have the opportunity to confirm it."

A detailed report of the main aspects of the conference is to be circulated next month. It will set out conclusions on whether race relations ought to be taught as a separate subject, or as part of a general curriculum, and on the equality of opportunities. Once the results of this campaign in education have been assessed, CRE will consider the desirability of similar events in other fields.

Poly continues legal rights inquiry

The Polytechnic of Central London is continuing to investigate its Royal Charter as one way of shortening the "bureaucratic" and "unhelpful" continued "outside" interference.

The report of PCL Dr. Collin Adamson, said the status of the college had become "hopelessly obfuscated" in recent years and its relationship with the Inner London Education Authority was "confusing and arbitrary."

"Without this charter, we can be constantly interfered with. The charter would turn us into a legally defined, and entrust us with a certain robustness," said Dr. Adamson.

The Royal Charter was granted to the Regent Street Polytechnic in 1899, and was revised in 1969. It gave the college a wide range of powers in the fields of science and engineering. PCL was formed in 1966 by the amalgamation of the Regent Street Polytechnic and the Holborn College of Law, Language and Commerce.

The charter has been laboriously revised and is now being examined by a committee of the Inner London Education Authority.

"At the moment we conform to the rules of the game, but we are not really playing the game," said Dr. Adamson. "We are not really playing the game, but we are not really playing the game."

But the report also criticized the arbitrary nature of the Advanced Education Board, which had been set up to oversee the college's work, and to provide a link between the college and the government.

Youth work earns praise for colleges

Scotland's further education colleges were praised this week by the Manpower Services Commission for their cooperation in programmes of training and youth opportunities.

Mr. Ken Ackland, the MSC director for Scotland, speaking at the annual conference of the Association of College Rectors, said: "We are particularly pleased to see your help and understanding in a time when all of us in the public sector are having to change course."

Despite reductions, said Mr. Ackland, the MSC determined to help industry meet its manpower needs by "supporting training, skills and technical education, and increasing opportunities for young people and completing the preparation of the employment service to help young people quickly find jobs."

The commission's record on these matters was impressive, said Mr. Ackland. About 80 per cent of the jobs notified to its Scotland office last year were filled. Last year a total of 220,000 people in Scotland were employed in the public sector.

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Natfhe calls for stoppage on May 14

Polytechnic and college lecturers are being asked to stop work on the TUC's day of action on May 14.

The National Association of Teachers in Further and Higher Education has told its 70,000 members to hold branch meetings where they begin, to consider precisely what to do.

The union has circulated a draft resolution to members for a day of action on May 14. It expresses full support for the TUC demonstration against Government policies, and includes a request to the union national executive to authorize a withdrawal of labour.

Under Natfhe rules, industrial action on these lines can only be made official by the national executive.

More than half all members in a branch support it.

The extent to which lecturers take part, and the form it takes, is obviously remains unknown, until branches have met.

The general secretary, Mr. Peter Dawson, said the importance attached by the executive to the May 14 demonstration, and told branches to hold industrial action.

Government policies were having a devastating effect on further, higher, and adult education, he said. A demonstration of united opposition to the whole range of Government policy was important.

The union has been involved in talks with the TUC over the issue of lecturers involved in public examinations on May 14. The TUC is asking lecturers to stop work on the day of action.

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Kirklees Council want more details from Huddersfield

Huddersfield Polytechnic has still to give details of its plans for the future, Kirklees Council, which is investigating allegations of mismanagement at the college.

A meeting of the council's finance sub-committee was adjourned last week until the polytechnic had provided answers to a series of questions.

The council's spokesman said: "Almost certainly we will now be convening a special meeting at which we will examine the polytechnic's response to our questions."

Mr. Ken Ackland, the MSC director for Scotland, speaking at the annual conference of the Association of College Rectors, said: "We are particularly pleased to see your help and understanding in a time when all of us in the public sector are having to change course."

Despite reductions, said Mr. Ackland, the MSC determined to help industry meet its manpower needs by "supporting training, skills and technical education, and increasing opportunities for young people and completing the preparation of the employment service to help young people quickly find jobs."

The MSC also had a full programme of training and skills development, and was working to help young people quickly find jobs.

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How men and women differ in their career expectations

Male graduates value freedom from supervision, high earnings ability, and promotion, while women are more concerned with an opportunity to work with people and making full and constructive use of their time.

This is the conclusion of the latest survey (March 1979) of final year, undergraduate carried out by Market and Opinion Research International (MORI), Centre for National Corporate Bulletin of the Department of Employment.

According to the survey, which for the first time includes women, there are marked differences between the sexes in their career expectations.

Men expect to earn more than women upon leaving university and to be in a position to make their own decisions about their careers.

Men also expect to work in a more challenging environment, and to have a more varied career path.

Women in a very large company and in a manufacturing industry, and in a position to make their own decisions about their careers.

Since 1970 there have been changes in the attitudes of male and female graduates, including their expectations about their careers.

The survey found that men and women have different career expectations, and that these expectations are changing over time.

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Overseas News

Chile junta purges university lecturers

Over 100 lecturers in three Chilean universities have been sacked as part of a new purge of academics. Now, as part of what the junta describes as "a process of adjustment and restructuring", a new law is to be introduced governing higher education.

The dismissals have been justified on grounds of economy but have been greeted by protests from staff and students, who see them as purely political. The universities' action, which follows the expulsion of a number of students last year, seems to signal an end to the fragile truce existing on the campuses of Chile.

General Pinochet apparently sparked off the purge during meetings at the beginning of the year with the military rectors of the country's eight universities, when he said that they were undergoing an unacceptable political upsurge.

The minister of education, Mr. Gonzales Vial, who had presented a plan for university reform, had already resigned and General Pinochet set up an advisory committee to draft the new law. The magazine *Index on Censorship* reports that at the same time, demands at the University of Chile were asked for

accounts of the professional, technical and political records of their staff.

Days later the first sackings were carried out: 41 at the State Technical University, 17 at the Catholic University and 37 at the University of Chile. The rectors of the Universities of the North and of Concepción were also replaced.

Mr. Malcolm Good, Latin American specialist for *Index on Censorship*, says that most of the dismissals were in faculties considered politically sensitive.

The strongest reaction came at the University of Concepción, where another 25 lecturers were sacked last month. These were attributed to over-provision of classes although the rector, Major Guillermo Clericus, had recently advocated "the recovery by the university of its purity, where only academic discussion will be permitted."

Since then further unrest has been caused by the demand by the rector of the University of the South for the resignation of the philosopher Jorge Millas Jimenez, who had given a newspaper interview criticizing the government's control of the press.

Dutch students fight planned study reforms

from Lionel Cohen

NIJMEGEN

If Holland's education minister has any way there is little doubt that 1981 will be a vintage year for Dutch university reforms. This was the impression which determined Minister Pals conveyed to press and public alike last week when he published the definitive edition of the long-discussed draft law for a shortened "two-phase" structure for university studies.

Under this measure, which forms part of a wider university reform programme which parliament will debate later, the initial period of undergraduate study is to be cut to a "normal" duration of only four years with a maximum of two years' overrun.

This will replace the present six-year "honours" for this study which, in practice, most students complete in nine years to complete. Under the present system the successful completion of undergraduate studies provides automatic right of entry to most relevant professional occupations, the new plan requires all applicants to universities, doctors and veterinarians, to first complete a "second phase" of one or two years' graduate study.

The financial economies which this reform could provide for Holland's heavily subsidised higher education budget depend considerably on an effective "weeding-out" of less able students at the first of the two phases.

Dutch university students are strongly opposed to any form of selective entry, and the planned "second phase" of study and research, which would be completed in perhaps six years' work on the initial "first phase" programme would in future no longer automatically guarantee them equal access to

relevant professional occupations.

With entry to this second phase originally planned for only 40 per cent of first-phase graduates, the job outlook for the remaining 60 per cent looked bleak and many students fear that, unless the quality of university teaching is also improved, the planned reduction in programme length for the first phase of study would be accompanied by a general devaluation of academic standards. A new race of "second-class graduates" would be created.

Students reacted sharply by occupying administrative buildings when, early in March, the Agricultural University of Wageningen announced plans to introduce new "two-phase" course structures in some disciplines from 1980—one year in advance of the anticipated legal requirement. Student action groups rapidly formed in other universities to fight the reform proposals.

As a result a more flexible method of selecting entrants into the "second phase" of university study is now planned under which, within limits, the universities will themselves be able to determine how many graduates students they can admit into each faculty.

The draft law also incorporates special exemptions for part-time students from the time-limits for completion of each phase of study—a move which will curtail the regulation of study programmes in Holland's planned Open University to be based on conventional university programmes and to fall within the ambit of a common academic law.

But whether these modifications will go far enough to meet present student demands remains doubtful.

Berlin to get new-style comprehensive college

from Gunter Kloss

BERLIN

West Berlin may soon get a third university-type Hochschule. The new institution, which will be a technical university, will celebrate its 100th birthday next November, and its Free University, which was founded in 1948 in protest against the political pressure of the GDR, is the old Humboldt University in the Russian sector of the city.

The move runs counter to the trend in most parts of the Federal Republic, where the main phase of reorganising higher education is over. The founding of the Comprehensive Universities (Gesamthochschulen) in the early 1970s was the most innovative measure in this context.

In Berlin, however, the dissolution of the College of Education

and the subject by subject integration of its parts into the Free University, the Technical University, the College of Art and the College of Music, which is now being carried out, is a much more complex and more practical problem. At least those of institutionalisation have not yet been solved so that in fact most departments will remain for some time in their old quarters.

The planned creation of the new Hochschule is a much more ambitious and controversial undertaking. The basic problem is that West Berlin has several Fachhochschulen (vocational colleges), whose functions partly overlap and whose sector boundaries are declining as more and more people leave vocational schools with the qualification for university entrance (Abitur) rather than with the lower

level of Fachhochschulreife. Many of the Fachhochschulen are in the industrial and commercial sectors, which industry, commerce and politicians are reluctant to see integrated into a university.

Some of the institutions are likely to be merged into one of the six existing colleges: an administrative college, a college of economics, a social work college, a further social work college, a college of education, and the advanced vocational college of the Federal Postal Service.

While the CDU opposition in the city parliament clearly wants a better collaboration between these institutions, the West Berlin government, and especially its determined higher education minister, Mr. Peter Grotz, envisage a much

greater degree of integration, independent of the existing university, leading to a third comprehensive university within the city.

Several plans have been put forward. One proposes an institution with a predominantly social science orientation. Another, currently favoured by the minister, recommends a closer link between technology, natural sciences and social sciences.

Both employers and trade unions support the idea but while the employers want to link courses and future jobs as closely as possible, the unions object to the exclusion of the social sciences. Under the plan of the College of Economics, which is society-oriented, has links with the trade union movement, and is considered to be Marxist-influenced.



Instructor Fathey Gawish (centre) demonstrates the workings of a car engine at Moharrat well-equipped workshops.

Bradford strengthens Egyptian link

by Hilary Wilce

Five technical experts from Bradford College are flying out to Egypt next week to continue British aid to one of the country's key technical training institutions. Their departure comes at the beginning of a much closer twinning of Bradford College with the Moharrat Bay Technical Training School, at Alexandria, on Egypt's marshy Mediterranean coast.

For three years Bradford technical teams have been doing two-month stints at Moharrat Bay. More than 30 Egyptian staff have been trained at Bradford.

The link between the two institutions will in future be administered by a full-time Bradford-based co-ordinator, and the college's commitment to supporting advisors is likely to be more than double.

Seven years ago Moharrat Bay was a dilapidated technical training school. But Egypt's chronic shortage of skilled manpower made the

upgrading of technical education an urgent priority. It was earmarked for development as a pilot five-year school, training technicians rather than skilled labourers.

Since then, with £3.5m in British aid and considerable technical assistance, the school has become a successful showcase institute with 1,200 students training in electronics, mechanical engineering and motor vehicle maintenance.

The school works to City and Guilds standards, and the first two years of pupils to finish their training have been snapped up. "Some of our graduates go into English firms here and are earning more than the principal himself," Mr. Abdul el Fatah Hosny, the vice-principal, said.

Mr. Terry Bohle, a British technical co-operation officer who has worked at the school for almost two years, has seen a definite improvement in the quality of technical education. "The quality of boys seeking entry here has

really gone up," he said.

Six other technical schools, to be remodelled as five-year institutes, are working in three-year pilot schemes. Boys enter the college at 16, get two years of general science and English language, and before taking up their specialisation. Training is done in a mix of Arabic and technical English.

In its training programme Egyptian staff, Bradford College priority has been to develop self-confidence.

"But our staff also get a deal out of the involvement," Dr. Paul Gallagher, head of a school of design and technology, said. "They learn about standards in another part of the world, and they make more realistic judgments than they do here."

Plans afoot to demote India's rural colleges

from A. S. Abraham

BOMBAY

The University Grants Commission (UGC), which not only funds but also oversees much higher education in India, has suggested that at least some of the 4,700 colleges affiliated to over a hundred universities throughout the country should be downgraded to "polytechnic" status, which would mean that they would be bringing down higher education standards and are potentially explosive as more and more students graduate to find their job expectations cannot be met.

The political status which state governments gain by founding new colleges are likely to inhibit them

from downgrading them to "polytechnic" status. They are accused of the UGC of "unilateralism" and claim that the move would mean reinforcing the regional concentration of higher education in urban areas at the expense of rural areas.

The UGC is also worried by the growing number of non-viable colleges in the country. It fears that the move, which would mean that the most underdeveloped colleges would be bringing down higher education standards and are potentially explosive as more and more students graduate to find their job expectations cannot be met.

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An old university outlives the legacies of the ultra-left

Peking University a few miles from Qingshi is as near an opposite as can be conceived in a system of higher education that is centrally planned. Like Qingshi, Peking is administered by the Ministry of Education but they have little else in common.

The university campus is a mixture of grace and austerity—on the one hand a pagoda (actually a water tower in disguise) by a pine-fringed lake and a pavilion in the traditional Chinese style in groves of bamboo; on the other barracks-like dormitories and refectories and sparsely furnished classrooms.

More important than either grace or austerity, however, is Peking University's commitment to building socialism in China. Its overriding ideological goals are symbolised by a giant statue of Mao Tse-tung in the library square and the notice above the library door in the calligraphy of Deng Xiaoping, senior vice-premier and the most powerful man in China today.

Peking is an old university—it was founded under the empire in 1919, one of the few tangible achievements of the "Hundred Days" reform—and a comprehensive university, which means it is a university in the British sense, offering a broad range of subjects (not just engineering). Its greatest strengths are in traditional humanities subjects, especially Chinese language and literature, and pure science, especially physics.

Like much of Chinese higher education, Peking University is poised, rather uneasily, between the turbulent past of the Cultural Revolution and the rule of the so-called "Gang of Four" and the apparently stilted policies being pursued by the new leadership.

The Cultural Revolution was a traumatic time for the university. It was closed for four years after 1966, some of its dormitories were sacked, and the legacy of ultra-leftism still haunts the campus in the form of underused capacity and under-qualified staff.

Peking, for example, has 8,000 students, including 620 postgraduates (and 129 overseas students). Before the Cultural Revolution it had 10,000. One reason for this decline is severely practical. Fewer residential places means fewer students in China where staying on campus is virtually compulsory.

But another, and perhaps more important reason is that a demoralised and disrupted secondary school system failed to produce as many well-qualified candidates as before the Cultural Revolution. At Peking they hope to enrol 12,000 students by 1985 with an especially large increase in the number of postgraduates to 1,800.

In his continuing series of articles on higher education in China, Peter Scott visits Peking University

Underqualified staff is another legacy of the years of disruption. Peking has 2,500 staff, which even for 12,000 students means a favourable staff student ratio. But Mr. Ni Meng Hsiung, the university director or foreign affairs, explained that some of the younger lecturers had had to be sent on two-year in-service courses to improve their qualifications.

He added that because of the disruptions of the past 10 years those lecturers were not trained for their subject. But if after further training they were still not of sufficiently high standard, they would have to be reassigned to appropriate jobs. He also admitted that in some cases the very bright students who came into the university after passing the new highly competitive entrance examinations might be dissatisfied with the quality of some of their staff. The answer was to raise the latter's academic level; 10 lecturers had been sent to study abroad, mainly in the United States.

The new policy is one of apparently relaxed elitism. The emphasis placed on training technical experts and educating the intelligentsia in general appears not only to have been restored to its pre-1966 level but even intensified.

Mr. Ni said that today in China there was the greatest urgency for intelligence, for skilled people, for



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technical experts. "The Gang of Four said that intellectuals were an enemy. This was a distortion. We need intellectuals to build socialism. It is not so much a question of wanting to mix with peasants and workers. It is a question of wanting to serve socialism."

It is wrong to label intellectuals as an elite," said Mr. Ni. "In a socialist country like China intellectuals serve the people heart and soul. They must be red and expert."

At Peking University this new policy has been taken seriously. A "key" middle school which recruits gifted pupils from all over Peking has been specially attached to the university. In some of its classes 70 or 80 per cent of pupils go on to the university. In one class 50 out of 60 went to Peking University.

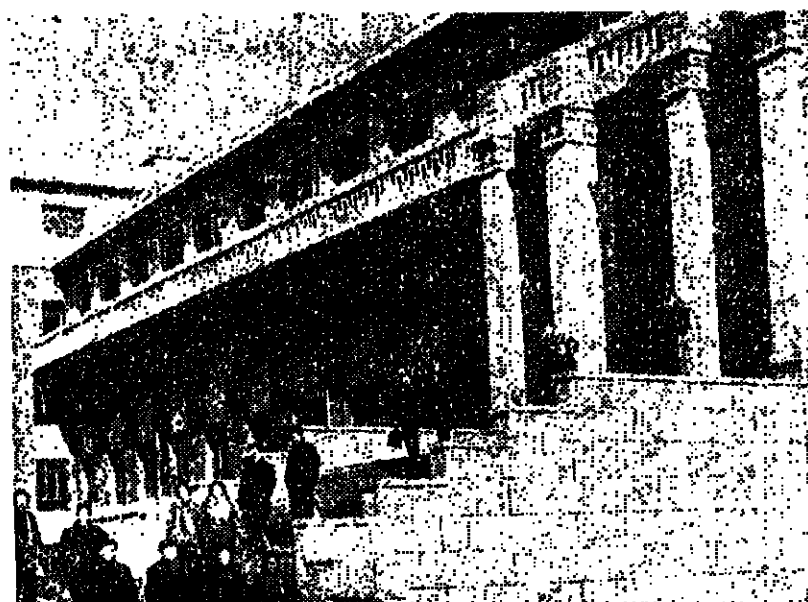
Another aspect is the decline in the average age of students as more and more students come straight from school at the age of 17 rather than after some years in a factory commune. A third is the high academic standards of the new generation of students.

Although no drop-out rate is available because the courses have been reorganised and will not produce their first graduates until 1982, so far not a single student has had to repeat a course because of examination failure. Competition is fierce, although no overall figure is available. It is particularly intense in physics.

A fourth symptom is the new emphasis on research and postgraduate study. The number of postgraduates is to be increased six times as fast as that of undergraduates. Mr. Yu Sin Gao, an official in the president's office, explained that the university's research was on three levels: first, important research in pure science and national defence; second, research commissioned by government departments such as the Department of Oil Industry; and third, research closely related to the university's teaching. Although Peking has postgraduates in every department, the main thrust of future development was likely to be in science, especially physics.

But bounds are set on the new elitism. Mr. Ni recognised that the chances of the child of the city intellectual going to university were many times greater than those of a rural peasant. He said the university was very conscious of this disparity and the consistent policy was to give positive discrimination in favour of workers' and peasants' families.

Mr. Yu added that out of the annual enrolment of 2,000-20 per cent came from rural areas. The proper solution was to raise educa-



The university: still traditional.

tional standards in rural areas. He admitted that a serious imbalance existed at present.

There is some evidence that Peking University enrols students from a slightly wider social range than Qingshi. Here about 60 per cent of students receive the basic Government grant of 35 yuan a month, so implying that more students from poor families are admitted.

Yet Peking remains, certainly in Chinese terms, a traditional university. It has 22 departments: 12 in science (maths, mechanics, physics, chemistry, biology, earth sciences, geology, geography, electronics, psychology and computer science), with a clear bias to pure rather than applied science; seven in humanities (Chinese language and literature, history, philosophy, economics, international politics, law, and librarianship); and three in foreign languages (Oriental languages and literature, modern languages and literature, and Russian language and literature).

The most popular subjects among students in science are physics; in humanities Chinese language and literature; and in languages English. For obvious political reasons Russian is in decline. Psychology in contrast is expanding, having just broken away from philosophy to form a separate department.

Thirty-two per cent of the students are women, with more than half in some language departments, and much lower proportion in departments like physics and geology.

Mr. Ni explained that planning future student numbers and the balance between science and humanities was a matter for negotiation between the university and the Ministry of Education in association with the higher planning authorities but the latter having the final say.

The university submitted its plan to the Ministry, taking into account likely student demand. The Ministry and national planning

authorities reviewed this plan in the context of national economic planning and available capacity. A national plan was then produced giving targets for each university—but these plans went back and forth several times.

In spite of its gracious pavilion and pagoda Peking University is an austere place to western eyes. Its library is new and contains 3.2 million books, but has no frills. The students' refectory serves cheap food (30 yen or 9p for lunch) but is reminiscent of an army mess hall. The students themselves seem light years away from their predecessors, the Red Guards, who closed much of Chinese higher education for years (with a little help from higher authority). Puritan, studious, and serious-minded almost to fault, their two most recent complaints have been lighting in their bedrooms so making evening work difficult and a campaign to open classrooms in the evening because too few reading spaces were available in the library. Both were successful.

Behind the traditional liberal university, badly battered by the Cultural Revolution but trying hard to regain its reputation for academic excellence. But it has to pursue three goals that are not easily reconciled: the traditional goal of a university with its commitment to reasonably objective scholarship; its need to play its part in the "four modernisations" with their clear elitism; and its desire to open its doors to a wider section of Chinese people than in the past. Yet it is some measure of the hidden diversity of Chinese higher education that no arbitrary or crude methods have been used to resolve this perhaps inevitable ambiguity. The ethos of Peking University is very different from that of Qingshi, its neighbour. But both in their own ways are making complementary contributions to the building of a new China.

Olga Wojtas talks to the vice-principal designate of the University of Zimbabwe

Mr Kamba's summer appointment is no vacation job

In January, Walter Joseph Kamba set foot in Rhodesia for the first time in 13 years. It was an emotional moment.

"Just stepping off the plane was wonderful. The country is so beautiful at that time of year. Already there was the fever of the election. There was an air of freedom."

Mr Kamba had returned to Salisbury to be interviewed for the post of vice-principal of the University of Zimbabwe, as it will soon be known. He was officially appointed by the university council on March 2, and when he takes up his appointment on June 1 he will be preparing to take over the reins of the university when the newly appointed principal, Professor Jack Lewis, retires in 18 months.

Many people anticipated a black academic being appointed to succeed the retiring white professor. The present vice-principal, Professor C. Bond, who was due to retire in 18 months, and the council had decided to let it rest with the university of Rhodesia, which had the largest mass university in the world, to decide whether to appoint a black or white academic.

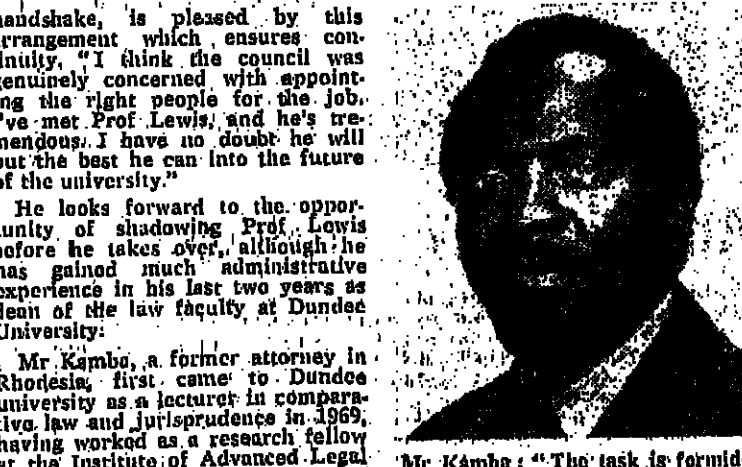
Mr Kamba, a charming, gently spoken man with an enthusiastic handshake, is pleased by this arrangement which ensures continuity. "I think the council was genuinely concerned with appointing the right people for the job. I've met Prof. Lewis, and he's tremendous. I have no doubt he will put the best he can into the future of the university."

He looks forward to the opportunity of shadowing Prof. Lewis before he takes over, although he has gained much administrative experience in his last two years as dean of the law faculty at Dundee University.

Mr Kamba, a former attorney in Rhodesia, first came to Dundee university as a lecturer in comparative law and jurisprudence in 1969, having worked as a research fellow at the Institute of Advanced Legal Studies in London University.

He is unforthcoming about his future plans. "The political situation forced a lot of Zimbabweans out of the country. The situation deteriorated; now it's solved. He missed his homeland, but made a conscious, sometimes considerable effort, not to let it interfere with his work."

But he was always hopeful of returning, with his wife and three sons, never, thought things would stay as they were indefinitely.



Mr Kamba: "The task is formidable."

in Rhodesia, although it was difficult to visualise the circumstances in which he would return home. He felt the political situation was so complex, there was too much uncertainty about the future of the country, and he was not sure he would be able to establish himself in the country. But he was always hopeful of returning, with his wife and three sons, never, thought things would stay as they were indefinitely.

ing build up a new Zimbabwe. And as he prepares to return home next month, is there no bitterness about the past?

"I think the sad thing is dwelling on bitterness about the past is that you are inhibited in developing the future. What we need to do is forget the past, realize our resources, and make the maximum possible use of them. And the indications are that this is what is emerging throughout the country."

Indeed, says Mr Kamba, the elections have been virtually forgotten, already, with everyone concentrating on the country's future.

And the university has a vital role to play. Mr Kamba points out that it is the only university in the country, with a student population of under 3,000 in a country of some seven million people. And Scotland, with a population of five million, has eight universities. It is likely that the emphasis at a university which is the country's only university will need to be on degree to reflect the needs of the country. There will be an emphasis on certain disciplines—we have an urgent need to establish veterinary science—but at the same time we will try to maintain the standards of a university as they are generally understood."

But the rate of growth the university will be expected to make will place a heavy demand on resources, staffing, accommodation, equipment, library facilities.

"So far, money has come from a number of sources: the government, the World University Service and others, but needs are going to be greater not only in terms of students, but the development of the university. But now the government is going to be preoccupied with much more urgent needs such as the revival of the economy, resettling refugees and reestablishing the medical services. Part of our concern therefore will be to get support in various forms from well-wishers. I'm hopeful we'll get it, and that people will come forward with help before they're approached."

He, his wife and 13-year-old son will return to Salisbury next month. His 17-year-old daughter is still to decide whether he will take a degree in Zimbabwe or Britain. His 19-year-old son, in second year law at Birmingham University, will complete his degree before returning.

"But home is home. They'll all come back to Zimbabwe and play their part. Everyone is needed."

Peter David and Simon Midgley on the BSA's 30th anniversary

The grand assize of sociology

Alvin Gouldner, the apostle of self-critical sociology, would have relished last week's thirtieth anniversary conference of the British Sociological Association. More than 300 sociologists met at Lancaster University for what Professor Tom Burns called a retrospective "grand assize" on the state of the art, writes Peter David.

The overall impression was of a discipline doggedly committed to its task and certain of its value and future in academic life. But there was no hiding the gnawing fear of its senior disciples that sociology's internal intellectual fissures were conspiring with its external popularity to pose a growing danger. Evidence of the external lack of popularity was brought into the heart of the conference in the person of Mr Michael Posner, an economist and chairman of the Social Science Research Council. After sprinkling some routine compliments—he praised sociologists' "scholarly respect for facts"—he made it clear that his council regarded sociology as important but not uniquely necessary.

Combined with the SSRC's decision to do away with a quarter of its sociology postgraduates, and with the threatened closure of a large sociology department at the North East London Polytechnic, Mr Posner's remarks sharpened a suspicion among the assembled academics that sociology was becoming a discipline under siege.

Most were prepared to take a sanguine view of the external threat, however. Professor Philip Abrams, for example, believed that much of the panic could be dismissed as "melodrama-froth whipped up perhaps from minor frustrations and a curious mixture of self-doubt and self-importance".

Sociology's boom years—with 28 new departments and 30 new chairs created in a single decade—but it was now heading for bust. The department would have to survive if sociology could only end its "morose inner dialogue" and recognize that it was a potential discipline which could not expect friends in high places.

But in the welter of some 80 papers presented at the conference there appeared to be less confidence in the ability of sociologists to bind the subject's inner wounds between the Marxists and the non-Marxists, the "critical theorists" and the empiricists. The senior professorial—namely Professor John Rex, the doyen of British race relations—clearly saw this jubilee conference as an opportunity to mount a counter-offensive against the younger radicals who



Upheavals of 1968 opened the discipline's floodgates.

had invaded the discipline in the decade of expansion before 1970. In Rex's view the democratization of the livelier sociology departments in 1968 had opened the discipline's floodgates to admit a deluge of Marxists and phenomenologists whose work bore little resemblance to real sociology. In the 1950s, Rex recalled, he had himself been a "Young Turk" determined to end the simple-minded positivism and politically quiescent Fabianism which dominated sociology at the London School of Economics.

His famous book of the period, *Key Problems*, had called for more attention to be paid to epistemological questions and to conflict (and hence Marxism). Both calls had been answered, but then taken to preposterous extremes by dogmatic or obscurantist Marxists on the one hand, and on the other by

"critical theorists" whose philosophical sophistication had merely undermined the confidence of the discipline in its own techniques. "To hell with Althusser and Feyerabend," Rex announced, "I believe there is such a thing as truth."

Rex's lecture was received with the polite deference reserved for the older discipline's leaders. In the conference bars later younger colleagues accused him of raking the embers of long-faded battles fought in the second New Left Review. But his two themes—the need to keep Marxism in its place and to rescue empirical sociology from the paralysis induced by the discipline's philosophers—were echoed in a number of key papers.

Professor Abrams pointed out that the Marxist intrusion in sociology had been a positive gain, saving sociology from the "fetishism

of technique" which had gripped psychology, for example. Nevertheless, sociology had still to find a way of living with Marxism "as a cogent mode of social analysis within the academic establishment of a capitalist society".

Probably the most stinging reinforcement of Rex's second theme—the need to reunite theory and practice—came in a sardonic paper by Professor Peter Abell, who claimed that social theory on its own had contributed virtually nothing to our social knowledge. The obsession with theory had, however, produced a "calamitous" pattern of work among sociology postgraduates. He was alarmed that so many were doing doctorates on the theoretical contributions of people like Parsons, Althusser and Habermas.

"Not only do I think this a waste of time as the authors in question do not warrant such attention, but even if they did I feel it puzzling that a student with no experience of what the conceptual compromises one has to make in research are should be so engaged."

"If the above theorists and the like have over a lifetime's experience given us ideas of worth then what possible purpose can be served by a relatively inexperienced doctoral student culling around to find conceptual inconsistencies? If the ideas are of worth then put them to work."

More moderate calls for empirical research came in papers by Dr Maureen Cain and Dr Janet Finch, who advocated new respect for data and the restoration of "craftsmanship in intellectual production". Dr Christopher Husbands explored the long anti-quantitative bias in British sociology, and Dr Catherine Marsh ridiculed the newly orthodox view that research using social surveys was inevitably positivist.

The size and diversity of the conference made it impossible to tell how representative these new themes were of British sociology. The discipline remains factious, with a multiplicity of esoteric splinter groups still claiming the allegiance of many. A small group of ethnomethodologists, for example, professes to have rescued the conversation on the margins of the conference, drawing the occasional curious tourist from the mainstream.

Only the enormous expansion of sociology in Britain over the last two decades has made the degree of diversity Dr Finch and Dr Husbands spotted the "ultimate paradox"—that the discipline was at its most politically influential in its early Fabian days, when it was at its weakest intellectually and institutionally. *Leader, page 31*

Lingering identity crisis

The British Sociological Association is in many ways a curious body. Saddled from the start with a conflicting set of aims it has suffered from a lingering identity crisis ever since the Criminal Justice (Scotland) Bill.

Founded on the one hand as a nationwide forum for sociologists interested in sociology irrespective of qualifications, it was intended to be a learned society engaged in advancing knowledge and raising standards of scholarship.

Over the years these mutually contradictory purposes have pulled against each other and various moves to professionalize the association including an attempt to set up a special class of fellows have been repulsed.

Today the BSA is perhaps best described in Professor John Barnes's words as "an association of persons interested in the study of society, irrespective of qualifications, even if most of the members do happen to have qualifications".

Having failed to become a self-governing body (like the British Psychological Society), it occupies a less central place in the discipline than professional associations in other subjects.

In medicine, for example, the Royal Society of Medicine performs the role of learned society by furthering the cause of truth and promoting scholarship while the British Medical Association represents the collective interests of the profession.

Whereas the British Sociological Association has failed to establish itself securely as a learned body and has, as John Barnes pointed out at Lancaster last week, "never resigned itself to being an association of sociologists in one form or another", it has been unable to play the role of learned society in higher and further education.

Although the lay public has become a relatively insignificant category in the membership, its association attracts sociology teachers in schools and in government, sociology working in industry.

With a membership drawn from such diverse backgrounds it is not surprising that the association has never been able to negotiate with employers on behalf of its members. Its lack of centrality has also been reinforced by the fact that about half of the country's sociology professors are not members of the association.

Although the reasons for this absence are varied, the most likely explanation is that the older generation of sociology has been alienated from the association by its increasing democratization in the mid-1970s.

Many were also put off by the "Marxist intrusion" into the discipline in the late 1960s, the arrival of the "CSE-Marxist" and a senior sociologist put forward the boom in sociological student numbers at the time of the worldwide emergence of student radicalism.

Others more recently have been unhappy about what they see as the disproportionate influence of militant feminism. (A women's studies conference on the occasion of the association's conference on Sex and Gender in Aberdeen.)

Last week a minority was abroad at Lancaster. Despite or more probably because of the external pressures to the discipline's future, members seemed to have found a new unity of purpose that transcended the political and philosophical differences.

After the "let a thousand flowers bloom, let a hundred schools of thought contend" series of papers (before the past 15 years when Marxism, structuralism, ethnomethodology, etc) proliferated and fragmentation prospered, Professor John Rex, 44, said: "I feel that sociology is feeling its way today, that it is a people's discipline and therefore, in fact, something called sociology."

Suspect clauses of the Justice Bill: a time for caution

Traditionally, English MPs do not speak on Scottish matters. The Commons have returned this week with many flouting convention by joining in the long and vigorous debate over the Criminal Justice (Scotland) Bill.

The precedent was set by academics. Both Scots and English professors and lecturers are spearheading the Campaign to Stop the Criminal Justice Bill. This umbrella organization, which includes lawyers, trade unionists and civil rights groups, has among its sponsors Professor Neil McCormick of Edinburgh University, Professor Stuart Hall of the Open University, Professor Ian Willock of Dundee University, social historian E. P. Thompson, with Mr Richard Kinsey of Edinburgh University's law department as chairman.

Many of the Bill's 80 clauses are uncontroversial or generally welcomed, but some, particularly those on police powers and the examination of witnesses, are strongly opposed.

The Bill's opponents do not all share the same view on all the clauses, and so part one, which deals with police powers, has been the most vociferously opposed as it obtains maximum agreement from the various factions.

Proponents of the Bill have not been forthcoming from the academic sphere. But Scotland's chief prosecutor, Lord Mackay, the Lord Advocate, says: "In the debate on the Bill in the media, perhaps undue emphasis has been placed on the first three clauses, and that's a pity because there's a lot of very good material in other parts of the Bill."

Not even the Bill's most vehement critics deny the plans to speed up and improve police procedure. But the concrete evidence, they often resort to bluff by "inviting" him to the police station, without his being told that he is fully entitled to refuse, or may leave at any time. People are often held to "help police with their inquiries" in a procedure recognized by the police and the Scottish office as strictly illegal.

It has been argued that the Bill legalizes present malpractices by introducing the new concept of detention without arrest, where the police have reasonable grounds for suspecting that the person has committed an offence. He can be detained without being cautioned or charged for up to six hours during which time he may be questioned, searched and fingerprinted, although the prints must be destroyed if there is no subsequent charge or conviction.

There is much concern that the police wish to question someone but have no concrete evidence, they often resort to bluff by "inviting" him to the police station, without his being told that he is fully entitled to refuse, or may leave at any time. People are often held to "help police with their inquiries" in a procedure recognized by the police and the Scottish office as strictly illegal.

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on criminal procedure and criminal appeals, but opponents maintain the Tory Bill goes far beyond the Labour one in its threat to civil liberty.

Mr Kinsey points out that parliamentary questions asking for a green paper before its publication were countered by the Government's saying it was unnecessary as there had been enough public debate already.

Under present Scots law, the police must be able to show reasonable grounds for charging a person with an offence. In England and Wales, the police may take someone into custody in a procedure recognized by the police and the Scottish office as strictly illegal.

In Scotland, therefore, if the police wish to question someone but have no concrete evidence, they often resort to bluff by "inviting" him to the police station, without his being told that he is fully entitled to refuse, or may leave at any time. People are often held to "help police with their inquiries" in a procedure recognized by the police and the Scottish office as strictly illegal.

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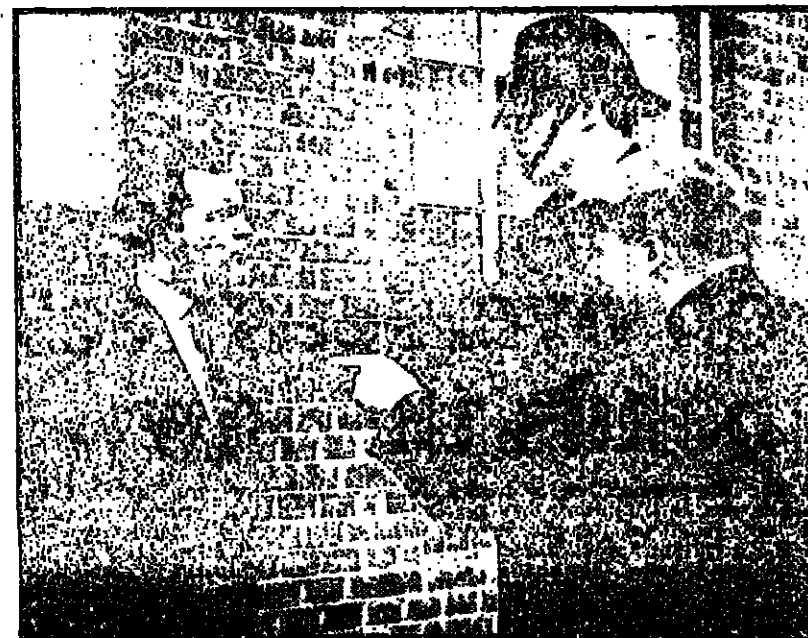
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Under the Bill suspects may be detained without being cautioned.

Professor Stanley Cohen of Essex University says it seems that the Scottish police are being given powers which the more extreme English police have been asking for in vain. And Mr Kinsey foresees the danger of a spiral with Scotland and England being pitted off against each other to gain greater and greater powers.

But the Lord Advocate refuses the idea that Scotland is being used as a legal stepping stone to the rest of the country.

The English police have the power to hold people for considerably longer than six hours without the restrictions in our Bill. I don't really believe it's possible to say that the Scottish system with its detention powers will be more restrictive in the hands of the individual than the present English system."

Mr Kinsey replies that the Scottish Bill does not restrict the police. "It is a substantial extension of the English powers of arrest, where three cautions must be given and questioning must stop when a charge can be made."

Another bone of contention is the judicial examination, where the accused with his solicitor, appears soon after arrest in front of a sheriff and is questioned by the Crown prior to the case being initiated. This part of the Bill was considerably modified in the Lords, with a clarification of the right to silence.

"A person who wishes to remain silent throughout criminal proceedings will not be disadvantaged by doing so," explains Lord Mackay. "But if he speaks or has evidence given on his behalf which he could have given in answer at the judicial examination, the Crown or

judge may comment on this to the jury. But Mr Kinsey feels the accused may be so confused, upset and disoriented at a judicial examination that he prefers to say nothing. And he may remain silent if he doesn't know where he was six months previously, but can later bring evidence to prove an alibi."

Professor McCormick is concerned that the defence has no right of questioning. He also feels there are pragmatic organisational problems. The already vastly overworked Glasgow sheriff court has the potential for 12 judicial examinations a day, with additional pressure on courtrooms, solicitors and shorthand writers. It could, he feels, lead to an enormous snarl-up in criminal courts.

Modifications to the Bill have already been made in the Lords, and everyone anticipates there will be further changes in the Commons. Lord Mackay looks forward to lively controversy, and has no chauvinistic dislike of English parliamentarians joining in.

However, Mr Kinsey still hopes more controversial clauses will disappear without trace. "He feels it would be unfortunate if the debate is monopolized by academic and lawyers and central government technicalities. 'If this is allowed to happen, ordinary people in the street will appear to be in no more than a esoteric game. In fact, the issues are simple, and the consequences immediate.'"

Olga Wojtas
Scottish Correspondent

Time to throw off the sexist strait-jacket

Unless a non-sexist sociology is developed as a matter of urgency the discipline will continue to reproduce ideologies which legitimate the oppression of women.

Professor Margaret Stacey, of Warwick University, told the conference it was time for British sociologists to extricate themselves from the conceptual strait-jacket created for them by sociology's founding fathers.

The early male domination of sociological theory, she argued, led to exclusive attention being paid to affairs of state and the market,

place which in the mid-nineteenth century were not affairs which women, confined to the private domain of the home, were allowed to be concerned with.

These manifestations of sociological thought, in which the affairs of the public domain were addressed almost exclusively, and the "naturalness" of the gender order was assumed, had left the discipline with a continuing legacy.

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Danger of arrogance

Sociologists should adopt a humble, tentative stance when offering interpretations of social reality, otherwise they may find themselves accused of being pretentious and arrogant.

Professor Caroline Cox of Chelsea College said sociologists had much to offer practitioners in the field of health care but they often discredited themselves and failed to make their points more effectively. "Certain developments within sociology had made some of its work appear ridiculous, she said. Others had made sociologists appear intolerably arrogant or intransigent. While these were many members of the profession who were con-

vinced of their own academic prowess, there were others who rejected such criteria.

"If sociologists are to operate under the aegis of the academic community," she said, "they must expect to abide by its epistemological and methodological principles and to subject these and not themselves up as the new Common high priests of society, expecting everyone to worship at their feet."

One of the most important developments in the history of the discipline was the explosive growth of sociology departments in the 1960s and the associated explosion in academic posts, especially in the polytechnics.

Relationships deteriorating

The deterioration of relations between sociologists and the Social Science Research Council was made painfully clear at the conference when Professor John Midgley, the BSA's president, accused the council of succumbing to increasing Government interference.

In his presidential address he said that a growing number of research applications were being forwarded from the SSRC to the Department of Education and Science, for example, without applicants being informed. The council was in danger of becoming a pillar of the matrix of civil service and government.

Council is an institution that has lost its way and is wrecked with internal problems, with a demoralised staff and facing pressure from successive governments to justify itself," he said.

"I have considerable sympathy for those who work for the SSRC but I think their position and that of academics has not been helped by indifferent leadership in recent years."

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How the policy on overseas fees bends the law

continued on page 12

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BOOKS

In search of the lost generation

The Generation of 1914
by Robert Wohl
Weidenfeld and Nicolson, £12.95
ISBN 0 297 77756 4

by John Cruickshank

The view that a particular generation possesses distinctive characteristics and shares common ideals has been used as a category of description and analysis by social, intellectual and literary historians. It has also been exploited for various political ends. So-called "generational thinking" increased in influence in Europe towards the end of the nineteenth century and began to wane as a concept in the 1930s. While the campus revolts of the late 1960s did something to revive the flagging fortunes of generational theory, it probably reached its culmination in the vast literature devoted to the "Lost Generation" in the years immediately following the Great War.

It is this "generation of 1914" which Robert Wohl examines in this original, informative and important book. He analyses its manifestations in five European countries—France, Germany, England, Spain, Italy—and his aim is to rescue it from "the shadowland of myth" and restore it to the realm of history. In doing so, he displays a great deal of learning, much good sense, and not a little healthy scepticism. He wishes his book to be judged on "its ability to illuminate the politics of early twentieth-century European intellectuals".

Wohl contends that generations are made rather than born. They are a device used by intellectuals to conceptualise their society and possibly to influence and even transform it. A clear French example is the famous survey of youth opinion carried out by Massis and Tardieu (under the pseudonym "Agathon") for the Paris daily *L'Opinion* in 1912 and published in 1913 as *Les Jeunes Gens d'aujourd'hui*. The authors attempted to show that a new and distinctive generation had come into being—a generation that accepted order and hierarchy, that replaced the fin-de-siècle dilettantism of its elders by choice and commitment. It was also a generation, Massis and Tardieu claimed, that valued tradition, that accepted patriotism and Catholicism, that pursued austere morals and was attracted by right-wing politics. Viewed in terms of modern sampling techniques, the methods used in this survey leave something to be desired. It is also clear that the young men questioned of intellectuals, a section of bourgeois, conservative youth that was quickly going in the direction of the Action Française. This "sacred generation" as Massis was to call it, amounts therefore to a very small and largely unrepresentative proportion of those who were to fight in the trenches between 1914 and 1918. What is most significant about *Les Jeunes Gens d'aujourd'hui*, despite its inadequacies, is the fact that it identified the term "generation" with youth and associated certain political ideas with concepts of youthful vigour, honesty and idealism.

A similar identification of "generation" with "youth" developed even more strongly in Germany, originally in terms of the small but influential Wandervogel movement. The Wandervogel regarded their own age-group as the only source of human beings and the only genuine source of cultural and moral renewal for the nation. Like so many of their French comrades, they were to be disappointed. When they went to war in 1914, hardly one third returned alive.

In Germany the concept of necessary conflict between the generations, associating youth and age, was widely expressed and had in the 1890s among such writers as Wedekind and Heinrich Mann. A violent generational rhetoric also characterised much Expressionist writing. However, whereas the French saw literature as the most accurate and sensitive description of the generation, the Germans saw it as a tool for ideological manipulation above all in political action.



After the war Ernst Jünger, who had fought in some of the worst battles, became the leading spokesman of the so-called "front generation". In spite of the fact that war had driven some of his contemporaries towards pacifism and others into the German Communist Party, Jünger appealed to ex-servicemen who were hostile to parliamentary democracy or industrial capitalism and who favoured an authoritarian state and the destruction of the Weimar Republic.

Considerable practical consequences were eventually to follow from the fact that while the French associated generations with "schools of thought", Germany turned to youth movements. Wohl lists three main characteristics of German writing about generations: "A tendency to view youth as a social category and a historical agent in its own right; an awareness that age-groups do not necessarily 'bloom, drop, and regenerate'; and a concern with the conditions under which a generational change produces a revolution in national life".

In discussing the outlook of the young Englishmen who went to war in 1914, Wohl turns to Vera Brittain's *Testament of Youth* as a classic of English "lost generation" literature. At the same time, he doubts rightly, he finds this book rather too self-indulgent and self-praising to be regarded as a "real" great work. What Vera Brittain makes admirably clear, however, is the general feeling of the British generation that it had failed in its mission and that the survivors were too few and too dispirited to dislodge their elders from the crucial positions of power. It seems, indeed, that the term "lost generation" underwent a change in the British mind as the events of war began to recede. While for many the term meant a disorientated generation, disorientated by the terrible experience of war for others it took on increasingly the sense of a missing or absent generation because so many of its members had perished between 1914 and 1918. Although Wohl himself does not mention it, there are those who have argued along rather similar lines that the development of mechanisation in the twentieth century, for example, has severely affected the sense of an entire generation in this sense.

At the same time, the idea of a "lost generation" had its critics, even among those who ostensibly belonged to it. T. S. Eliot, for example, argued that the term was in danger of becoming an excuse for inaction and refusal to accept the challenges of the future. In 1928, he said the best ones were killed. There's far too much talent still alive. Wohl comments on Eliot's good sense.

Like most myths, the English myth of a lost generation did not respond to a reality. It reflected a subconscious wish to see several issues suffered with a single and clearly defined ruling class and

to the difficulties that survivors from this class (and others below it) had in adjusting to the political and social realities of postwar England. Families from all social strata suffered; but older sons from the dominant political and cultural elites died in disproportionate numbers, and their loss was publicised in what now appears to have been a disproportionate (if understandable) way. The term "missing generation" in England meant "missing elite". "Missing elite" meant the declaration, partial destruction, and psychological distortion of the graduates of public schools and universities who had ruled England during the previous half-century. Reading the literature of the lost generation, one seldom has reason to remember that of the 700,000 British combatants who died during the war, only 37,452 were officers—and yet it is these 37,000 and not the troops they commanded who are enshrined in the myth.

In his chapter on Spain, where the Great War naturally had a much less direct influence, but where the Spanish defeat by the United States in 1898 was a major national memory, Wohl traces the growth of generational thinking from Azorin's "generation of '98" to Ortega y Gasset's "League for Spanish Political Education"—perhaps the Spanish equivalent of the generation of 1914.

The chapter on Italy, in addition to a most interesting account of Ormai's inadequately known book on the Great War, *Momenti della vita di guerra*, outlines the generational attitudes of Papini and Pranzo. It also contains a useful analysis of the role of generations in Italian Fascism. "Giornate" became the official Fascist hymn and Mussolini characterised his regime as one in which "daring" youth would always be given preference over "cowardly" age. Once again, a conflict of generations was implied.

It is clear, though, from the political statements of Mussolini and indeed from the writings of Massis or Vera Brittain that they did not possess a very clear view of what they meant by the "lost generation". What is the extent of the generation? Is it a generation strictly composed of those who should be broadened into a concept of contemporaneity whatever their age? Are generations, composed of the intellectual elite of an age-group? Are they class-based? In discussing some of the answers given to these questions, Wohl focuses on the theoretical writings of three thinkers in particular: Francis Maurin in France, Karl Mannheim in Germany, and Ortega y Gasset in Spain.

Maurin's *La Génération* is influenced by the Marxist and Tardieu's survey was first conceived in 1912 and finally published in 1920. It is the first important theoretical work on the generation, as he

approached his subject with a strong desire to understand the mechanism of intellectual innovation and social change. His book defines a generation as "a collective state of mind constituted in a human group that lasts a certain period of time". While accepting the difficulty of determining the precise chronological limits of a particular generation, Maurin suggested that a new generation appeared "approximately every thirty years. He saw it as related to the natural conflict between sons and fathers and regarded this inherent discontinuity as a principle of progress. Although, as Wohl points out, Maurin was brought up in the cult of social facts, he argued that literature reflected particularly clearly the succession of distinct generations.

Mannheim, Hungarian by birth, published his essay on the question of social generations (*Das Problem der Generationen*) in two instalments in 1928 and 1929. He was critical of both the empirical/positivist approach of theorists like Maurin and of the romantic/historical emphasis of various German thinkers. His aim was a scientific sociology of generations, which would find what was best in these two traditions while discarding their vague and unscientific elements. Mannheim's theory, in contrast to that of Maurin, can be used to account for the rapid plucking up of apparently different generations between 1912 and 1927.

By violently interrupting the flow of national life, the war created age-groups, cuts between those who had been too old to fight in 1914, those who had borne its brunt in the trenches, those who had been too young to be called up but old enough to respond consciously to events, and those whose independent and conscious spiritual life had begun after the war and led into a historical moment. Each of these age-groups had its own crystallised in a different way, and no age-group at the time, each seemed to have different characteristics.

As regards Ortega y Gasset, it is struck by the frequency with which he kept coming back to the "generational" problem throughout the first three decades of the century. His major analysis, however, is to be found in his lectures of 1933. He wrote with greater literary flair than either Maurin or Mannheim, but he was not a generation-sensitive chronicler. He regarded the "lost generation" as a very influential

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about fifteen years, and relevant generational change to longer cultural crises. Also, as opponents, Ortega saw the relationship between the generations as one of collaboration and not of conflict. Needless to say, the specific Spanish experience encouraged these ideas. Ortega, for example, as the inheritor of the thinkers of '98, again, modern Spanish history suggested three distinct generations separated by approximately fifteen-year intervals: the generations of '98, 1914 and circa 1930. He believed that each generation had a mission to fulfil, sought to define the particular mission of his own generation, and spent much of his time lamenting the failure of his generation to carry out its task.

Wohl sums up the common contribution of all three theories as follows:

All three men reached a conclusion that generations had to be defined in terms of sensibility, a fate, and a program. All three were attracted by the notion that generations possessed styles of life. All three believed that these styles were truly collective in that they extended beyond a handful of intellectuals or politicians. All three wanted history to deal with things men took for granted as self-evident as the things they thought or thought they thought. All three realised, albeit at varying degrees of clarity, that person's ideas and actions must be discussed in the context of the stage of life. And all three agreed that age, to use Ortega's phrase, was not a date, but "a certain way of living".

In the course of his account of the generation of 1914 Wohl has many interesting things on the subject of the Great War. He explains why most generations tend to regard themselves as "lost" and experience an acute sense of discontinuity, and he implies that the generation of 1914 was probably not unique as it considered itself to be. Nevertheless, those who were born between 1880 and 1905 probably gave this as their youth coincided with the beginning of a new century and their manhood with the horrors of the Great War. More particularly, the experience of fighting in the trenches taught a generation of young men that rational thinking was those being slaughtered tended to be young and those directing the slaughter—those who were not killed—were older. The resulting dichotomy was therefore a sharp one, just as it was greatly sharpened into an innocent villainy-mongering profligate contrast and conflict.

Wohl also argues, with some force, that the majority of young soldiers were more seriously disillusioned by the first few years of peace than by the war itself. Further, he says, it is not true that they were prevented from taking over power by the war. On the contrary, they were already in positions of authority before the war. They were not prevented from taking over power by the war. On the contrary, they were already in positions of authority before the war. They were not prevented from taking over power by the war. On the contrary, they were already in positions of authority before the war.

Not least, Wohl has some penetrating things to say about the "lost generation" as a myth. He argues that the "lost generation" is a myth created by the war. He argues that the "lost generation" is a myth created by the war. He argues that the "lost generation" is a myth created by the war.

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Sir Charles Carter is Chairman of the Research and Management Committee of the Policy Studies Institute, and was Vice-Chancellor of the University of Lancaster from 1963 to 1979.

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BOOKS

Instructive volcanology

Volcanology
H. Williams and A. R. McBirney
Blackwell Scientific, £19.50
ISBN 0 87353 3212

Williams and McBirney's book is the first to take volcanology really seriously. In the past the authors of books on volcanoes have usually been beguiled by the sheer erupting interest of volcanic eruptions into writing long narrative passages on great historic eruptions and on eruptions that they hoped to have observed themselves. This is true even of books which are regarded as standard texts, such as Macdonald's *Volcanoes*, and to a much greater extent of Bullard's *Volcanoes of the Earth*.

Volcanology is the first book to confine itself exclusively to the science of volcanoes and volcanic processes. It starts with chapters on the physical processes controlling the nature, origin and movement of magma, continues with chapters on the modes of eruption of different volcanic materials, and concludes with an examination of some of the broader, general aspects of volcanism. In all of these areas the book far surpasses anything else in the market.

It does, however, have a number of weaknesses, many of which the authors draw attention to in their rather self-effacing preface. First, the authors commenced their collaboration on the book in 1964. Inevitably, the book shows many signs of its long gestation period, during which the new eruptions have taken place and new ideas have emerged in the scientific community. Perhaps the most obvious sign is the fact that whereas some sections are crisply up to date, others are somewhat dated, and some show evidence of rapid dressing-up, such as the inclusion of a single photograph of a Martian volcano in the section on shield volcanoes. A few figures are also present to which no reference is made in the text.

All of us who are concerned with the study of volcanic rocks will have cause to be grateful to Williams and McBirney for their efforts over many years in the production of this book. I wish them well in their work, and I hope that they will appear in less than 14 years.

Peter Francis

Peter Francis is lecturer in earth sciences at the Open University.

Role of plant hormones

Plant Hormones and Plant Development
by William P. Jacobs
Cambridge University Press
ISBN 0 521 22062 9

Any reader of this book will soon become aware of the deep sense of mission that has led to its writing. The author has set out to record in a definitive gospel according to W. P. Jacobs the events that led to the discovery of the first plant hormone, auxin, and then to describe behaviour in plant growth and studies that have stemmed from the early work. The book is very clearly written, with a certain worth and references, and is certainly worth reading.

True to the book's title, it is somewhat misleading for the thrust is concerned primarily with the role of auxin. Reference to other hormones occurs only where the author considers that it is necessary to the understanding of the role of auxin. In the chapter on leaf and bud development, and abscission in senescence and leaf fall, Gibberellins are more broadly treated and have warranted a chapter in an assessment of the role of auxin as a "hormone" in the discovery of cytokinins.

Although the discovery of cytokinins is described in reasonable detail and brief information is presented for gibberellins, only passing reference is made to "abscisic acid" and "ethylene" as "hormones". The book is a very good introduction to the role of auxin in plant growth and development.

Overall, the undergraduate and graduate student will find much in the book that is both useful and interesting. The author's insistence on the critical approach is a good lesson for all, but each reader must apply his own critical judgement to the text. The book is not a "cookbook" and the reader must be prepared to do some of the work himself. The book is a very good introduction to the role of auxin in plant growth and development.

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An introduction to the publication has been written by Elspeth King, Peoples Palace Museum, Glasgow and the material was filmed from the Marion J. Buchanan deposit held by the Mitchell Library, Glasgow.

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BOOKS

Textual scholarship

Modernizing Shakespeare's Spelling: with three studies in the text of Henry V by Stanley Wells and Gary Taylor Clarendon Press: Oxford University Press, £9.00 ISBN 0 19 812913 0

At a time when both Oxford and Cambridge University Presses are preparing new scholarly editions of all of Shakespeare's plays, these studies in textual matters by the general editor and assistant editor of the new Oxford Shakespeare will at the very least be of considerable value to all those of us involved in either project. But beyond this specialist group they should reach a wider readership of all those concerned with Elizabethan and Jacobean drama, whether they are interested in the language of the time, the theatrical conditions or in the provenance and reliability of texts.

Stanley Wells's essay on "Modernizing Shakespeare's Spelling" is not a statement of Oxford policy or a set of instructions to editors but an exploratory survey of the field designed to stimulate discussion on the validity of traditional editorial practices and the grounds on which editors make their individual decisions. On the whole, (and in explicit contrast with the policy of the 1974 Riverside Shakespeare edited by G. Blakemore Evans which has rapidly become the standard text used in the United States) Wells espouses a thoroughgoing modernization. He makes exceptions only in cases where an original spelling can indicate a semantic difference from modern English or where it is justified by consideration of dialect, rhyme, metre, or word-play.

It is immediately apparent from Dr Wells's examples that the modernizing editor's task is not an easy one. For countless decisions will have to be made and editors will come to different conclusions from the same evidence. I am not myself convinced that one should, for instance, retain the spelling "wreck" when the sense is "wreckage" rather than "wreck". On the grounds that modern spelling distinguishes the two meanings, "The DED may tell us so, but I believe most people would take 'wreck' to be simply a poetic or archaic form of 'wreckage'." The possibility of word-play on "wreck" ("...leave not a wreck behind") might be a

better justification for retaining "wreck" in some instances. The fact that such points arise does however justify Dr Wells's claim that modernization is not necessarily "a work of vulgarization, even of vulgarization, but should be a means of exploring Shakespeare's text that can make a real contribution to scholarship".

The bulk of the volume is composed of Gary Taylor's three studies in the text of Henry V. In the first he undertakes to refute the theory, popular since 1956, that the Folio was printed from an annotated copy of the Quarto. In the second he argues that the Quarto is based on a deliberate adaptation and abridgement of the play designed for a cast of 11. In the third he investigates how far the Quarto can be trusted in matters of verbal detail, and offers examples of Quarto readings which may be corrections or authorial revisions of those in the Folio.

All three essays are obviously of major importance in relation to Henry V itself, and the second and third have wider implications for other plays which survive in the form of reported texts similar to the Henry V Quartos.

Gary Taylor argues his theories clearly and persuasively, allowing the reader to experience the complexity and excitement of this kind of textual detective work. The evidence is indeed impressive in all three studies and my only worry is over the extent of the implications for editors and directors. Even when one is convinced that Shakespeare himself was responsible for a version of Henry V in which the Dauphin does not appear at Agincourt, should one go so far as to give his lines to Bourbon in a modern edition, or production? Perhaps if we had a good text of the Quarto rather than a reported one we might prefer to put Henry V into the category of plays for which we seem to have two authentic texts (like *Prothela*) rather than assert the authority of one version over the other. The editor (and I speak feelingly) is all too easily seduced by the hope that there is a final solution to his textual problems when it would be more honest, and useful to admit more than one possibility.

Ann Thompson

Ann Thompson lectures in English at Liverpool University.

An exemplary life

The Life of St. Francis Xavier 1688 by John Dryden, ed. by Alan Roper and Vinton A. Dearing University of California Press, £28.00 ISBN 0 520 03740 5

That Dryden wrote a life of St. Francis Xavier will come as a surprise to many. Admittedly he did not compose it himself, but translated from the work of a French Jesuit, it was published in July 1688, the year after *The Hind and the Panther*. Not a promising time! It was noticed by only one critic who thought it had some deep connexion with the birth of the Old Pretender. I doubt if it did. Dryden's interest was in presenting a Catholic, and furthermore of a Jesuit, life which would find it hard to claim had not been well spent. He might imagine too that the Catholic Church, possessed of several legends, might thereby might, satisfy the book's need for a testimony from no less a person than Richard Hooker to Xavier's well-deserved fame as a preacher of the Gospel in the Indies.

The editors of this edition have done a superb job. They have brought to light what an English Jesuit, though a Jesuit, was like in the seventeenth century. The process by which Catholics came to be regarded as a "wreck" of the English Church is going forward. In this translation

Dryden is evidently a figure of importance; if we take as a test the Catholic willingness to accept the Church of England as the established church of the country, he is clearly a figure of importance. We know what he was in what times, or by what methods, God will restore his Church in England, or what further trials and afflictions we are yet to undergo. Only this we know, that if a Religion be of God's approval, fall, but the acceptable time was most perfectly expected, and, and, and, by our lives not to undergo.

He is still, we can see, in theory envisaging the existing English Catholic diaspora as extending between two states, of a fully Catholic England, though the future state has receded into the impendible mists of the future. He is for the sectarian condition in a Protestant country: "I am sure" he goes on "and in so far as he was referring to his country, he must have had his tongue in his cheek."

Eighty years later, as a response to such moderate expectations, though it would have surprised him as not coming from the sober part of Protestants, the moderate brought out an edition of his life, without the miracles.

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BOOKS

Unfashionably optimistic message

A Perspective of Environmental Pollution
by M. V. Holdgate
Cambridge University Press, £15.00
ISBN 0 521 22197 8

During a coffee break in the course of a meeting of the World Health Organization (WHO) Expert Committee which was to write Technical Report No 505 on "Air Quality Criteria and Guides for Urban Air Pollution", the member almost in tears, that if the WHO promulgated the standards we had just been discussing many of his countrymen would be without power and would starve. The interim figures which had been suggested were so low (and were based on wholly inadequate evidence) that he would not be able to build a power station capable of meeting the recommendations which would be regarded politically in his country as Italy. With the reminder that the cost of a power station was proportional to the cube of its height, was washing is also prohibitively costly in terms of money and energy.

There was manifest, therefore, an urgent need for a perspective of environmental pollution. As it would seem to me that concern about pollution has increased in inverse proportion to its concentration there will be a continuing need to see pollution in perspective because its reduction beyond certain limits, determined by scrutiny of sound data on its effects, can be immensely expensive and may imperil society needlessly. Martin Holdgate, a terrestrial ecologist who was the first director of the Central Unit for Environmental

Pollution and justly renowned for his articulateness, has written a book which ought to be read by all serious students of pollution and especially by those who are having a ride on what has become the environmental bandwagon. They will thereby be deterred from what my professor used to call "rapturous thinking". Dr Holdgate's thinking is rapid but there is no shallowness in it in which he grapples with the pullways of pollutants of air, water, soil and other "targets", the "knock-on" effects on ecosystems, and the thorny problems of controlling pollution by setting standards based on the results of adequate monitoring and sound observation of effects.

His arguments, based on his own great experience and his selection of reputable (if sometimes a trifle "dated") published work, are cogent. They do not need the numbering system which distracted me, nor are they entangled in my mind, by the many diagrams and boxes with arrows, among which is one illustrating biogeochemical flux. These often baffle me when I cannot find my way into the system and I then become confused about the relevance of the arrows. Similarly, I am wary of graphs illustrating hypotheses using arbitrary scales and units: figure 38, which is repeated as figure 46, can only be justified if one assumes that the reduction in pollution is continuous between two and effect. There is a great tendency for the unwise, to whom this text is addressed, to use such diagrams as a substitute for thought and data. To such people Martin Holdgate adds a welcome warning that "Extrapolation from rats to man or

shrimps to estuarine ecosystems is a process demanding care". This book is not a technical manual; it is rather a long essay by a thoughtful man on a topic of immense importance, about which sloppy thinking abounds. If at times Dr Holdgate's fluency leads to some repetition and the intercession of statements which, to those in the trade, are platitudinous, one must remember that there are many readers who need to be told repeatedly what would seem to be obvious, and very important, truths.

The book should be on the shelves of all technical libraries; but its high price might limit its circulation, especially among those who need it most. Among such are those people of whom Professor Mellanby has written: "There are those who call themselves ecologists who appear to have science as such. They seem to get a nasty sort of pleasure from foretelling doom. Thus when a species of mosquito becomes resistant to DDT this is a subject for rejoicing, even if it means that thousands of babies will die of malaria." Dr Holdgate's message is not of doom but of unfashionable optimism. He says: "The optimism in this book—that it will be possible to control pollution even in a world with more people living at the kind of level now found in the developing countries—is only justified assuming certain standards of human sanity." One hopes the arrows in this system are pointing the right way!

P. J. Lawther

P. J. Lawther is director of the MRC Toxicology Unit at St Bartholomew's Hospital, London.

Crystal structure analysis

X-Ray Analysis and the Structure of Organic Molecules
by J. D. Dunitz
Cornell University Press, £33.00
ISBN 0 8014 1115 7

Based on the George Fisher Baker Lectures at Cornell in 1976, this book was conceived as a sequel to J. D. Dunitz's *Organic Crystals and Molecules* which, in 1969, was many crystallographers' book of the 1950s and 1960s. Like Robertson's book, it has two parts: the first two thirds is on the principles of crystal structure analysis, and the rest on some aspects of the results.

Part 1 starts with diffraction and Fourier transforms, then symmetry, and space groups: a chapter on "Methods of Structure Analysis" includes a substantial section on treatment of results followed, with final sections on experimental methods. All are treated in a concise and effective mathematical way. The treatment is also refreshingly clear, with a variety of numerical examples taken from real structures.

Part 2 begins with an account of the use of bond lengths and angles obtained from crystal structure determinations to tell us more about chemical reaction pathways, a useful review of an area in which Professor Dunitz has played so large a part. Although the title would not lead one to expect it, the book includes much inorganic material. The second chapter is about the accurate determination of electron density distributions in molecules, the third describes geometric constraints in small cyclic molecules, and the last the symmetry properties of conformational maps. Compared with Robertson's broad survey of 25 years ago these four areas are more specialized, and only two of them are really based on practical results, the other two are mainly inorganic determinations.

Crystal structure analysis now contributes to chemical research in a wide variety of ways, from the establishment of the chemical constitution of complicated molecules to the precise determination of details of molecular geometry. The crystallographer does the structure determination and presents the results to

the chemist, a specialist in another area. It is Professor Dunitz's hope that this book will be read by the chemist and allow them to make a better critical assessment of the crystallographic results. This is a most desirable objective but I am very doubtful if many chemists will really face reading part 1 with its formal mathematics. "Crystallographers, however, should find it a valuable and thought-provoking manual, an excellent complement to the manuals and computer programs—these last produce so many numerical results so fast these days but often do not require the user to understand what is being done or how."

By comparison with other specialized textbooks, it is not unusually expensive, but it will have a large outlay for individual buyers; it is certainly to be recommended for libraries serving groups of crystallographers or interested chemists.

Marjorie M. Harding

Marjorie Harding is lecturer in chemistry at the University of Edinburgh.

Eternal triangles

The Pythagorean Chinese
by J. J. Swetz and J. L. Kuo
Pennsylvania State University Press, £20.00
ISBN 0 271 01238 2

In recent years considerable interest in ancient Chinese mathematics has been stimulated by volume 3 of Joseph Needham's monumental *Science and Civilization in China*. Needham's mathematical texts were untranslated and unknown to the West, and the authors of this book have performed a valuable service by drawing attention to the Pythagorean theorem and its applications in Chinese mathematics and by providing a translation with commentary of what they call "the richer

to have been written about, in 250, but the original was probably composed in the third century BC. Chinese knowledge of the Pythagorean property of right-angled triangles is older than this, going back to the earliest Chinese mathematical text known, the *Chou Pei Suan Ching*. Needham considers that this text can be assigned to the late fourth century BC or possibly earlier. Swetz and Kuo believe that the Pythagorean theorem was introduced into the time of Confucius, in the sixth century BC, and was therefore contemporaneous with Pythagoras. It contains a diagram illustrating by dissection the validity of the Pythagorean theorem, and they maintain that this represents the earliest recorded "proof" of the theorem.

Fortunately, the usefulness of this interesting monograph does not depend upon the claim, as Needham has pointed out, that it is necessary to know the properties of numbers, and

before one can work with geometrical figures." Chinese work on the Pythagorean theorem concerned mensuration, and computation rather than proof. The most earlier work by the "Old Babylonians" of about 1700 BC on "Pythagorean triples" was also numerical. On the other hand, even if Pythagoras himself probably had no general proof, the theorem should be regarded as the first of the "pure" theorems. Pythagoras was, therefore, not Chinese!

G. J. Whitrow

G. J. Whitrow is emeritus professor of mathematics at Imperial College, London.

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MIDDLESEX
UNIVERSITYDEPARTMENT OF DESIGN
TECHNOLOGY
LEADERSHIP

Applications are invited for the post of Lecturer, with effect from 1st September 1980, in the new Department of Design Technology, which is taking over responsibility for some of the present courses at Shortland College. The successful applicant will be responsible for the design of products and will be expected to have a postgraduate qualification in the Design field from an appropriate institution, and will be expected to have research experience and to be able to set up postgraduate courses in the Department.

Salary in the Higher Scale will be £2,000, plus £1,000 London Allowance, with U.S.S. benefits.

Further particulars and application forms may be obtained from the Staff Officer, Shortland College, 100, St. John's Road, London E14 3JH. Closing date: 31st May 1980.

NEWCASTLE UPON TYNE
THE UNIVERSITY

DEPARTMENT OF HISTORY

Applications are invited for the post of Lecturer in the Department of History, with effect from 1st September 1980. The successful applicant will be expected to have a postgraduate qualification in the field of History, and to be able to set up postgraduate courses in the Department.

Salary in the Higher Scale will be £2,000, plus £1,000 London Allowance, with U.S.S. benefits.

Further particulars and application forms may be obtained from the Staff Officer, Newcastle University, 100, St. John's Road, Newcastle upon Tyne NE1 7RU. Closing date: 31st May 1980.

RHODESIA
THE UNIVERSITY OF

LEADERSHIP

Applications are invited for the post of Lecturer in the Department of Leadership, with effect from 1st September 1980. The successful applicant will be expected to have a postgraduate qualification in the field of Leadership, and to be able to set up postgraduate courses in the Department.

Salary in the Higher Scale will be £2,000, plus £1,000 London Allowance, with U.S.S. benefits.

Further particulars and application forms may be obtained from the Staff Officer, Rhodesia University, 100, St. John's Road, Rhodesia. Closing date: 31st May 1980.

STIRLING
THE UNIVERSITY

DEPARTMENT OF HISTORY

Applications are invited for the post of Lecturer in the Department of History, with effect from 1st September 1980. The successful applicant will be expected to have a postgraduate qualification in the field of History, and to be able to set up postgraduate courses in the Department.

Salary in the Higher Scale will be £2,000, plus £1,000 London Allowance, with U.S.S. benefits.

Further particulars and application forms may be obtained from the Staff Officer, Stirling University, 100, St. John's Road, Stirling. Closing date: 31st May 1980.

EDINBURGH
UNIVERSITY

DEPARTMENT OF MATHEMATICS

TEMPORARY LECTURERSHIP

Applications are invited for the post of Temporary Lecturer in the Department of Mathematics, with effect from 1st September 1980. The successful applicant will be expected to have a postgraduate qualification in the field of Mathematics, and to be able to set up postgraduate courses in the Department.

Salary in the Higher Scale will be £2,000, plus £1,000 London Allowance, with U.S.S. benefits.

Further particulars and application forms may be obtained from the Staff Officer, Edinburgh University, 100, St. John's Road, Edinburgh. Closing date: 31st May 1980.

NEW ZEALAND
UNIVERSITY

DEPARTMENT OF MATHEMATICS

TEMPORARY LECTURERSHIP

Applications are invited for the post of Temporary Lecturer in the Department of Mathematics, with effect from 1st September 1980. The successful applicant will be expected to have a postgraduate qualification in the field of Mathematics, and to be able to set up postgraduate courses in the Department.

Salary in the Higher Scale will be £2,000, plus £1,000 London Allowance, with U.S.S. benefits.

Further particulars and application forms may be obtained from the Staff Officer, New Zealand University, 100, St. John's Road, New Zealand. Closing date: 31st May 1980.

THE OPEN
UNIVERSITY

DEPARTMENT OF MATHEMATICS

TEMPORARY LECTURERSHIP

Applications are invited for the post of Temporary Lecturer in the Department of Mathematics, with effect from 1st September 1980. The successful applicant will be expected to have a postgraduate qualification in the field of Mathematics, and to be able to set up postgraduate courses in the Department.

Salary in the Higher Scale will be £2,000, plus £1,000 London Allowance, with U.S.S. benefits.

Further particulars and application forms may be obtained from the Staff Officer, The Open University, 100, St. John's Road, The Open University. Closing date: 31st May 1980.

BATH
THE UNIVERSITY

DEPARTMENT OF MATHEMATICS

TEMPORARY LECTURERSHIP

Applications are invited for the post of Temporary Lecturer in the Department of Mathematics, with effect from 1st September 1980. The successful applicant will be expected to have a postgraduate qualification in the field of Mathematics, and to be able to set up postgraduate courses in the Department.

Salary in the Higher Scale will be £2,000, plus £1,000 London Allowance, with U.S.S. benefits.

Further particulars and application forms may be obtained from the Staff Officer, Bath University, 100, St. John's Road, Bath. Closing date: 31st May 1980.

BRIGHTON
POLYTECHNIC

DEPARTMENT OF MECHANICAL & PRODUCTION ENGINEERING

LECTURER II

In Heat Transfer

Salary: £7,092-£8,280 (bar) £8,871.

Details from: The Services Officer, Brighton Polytechnic, 100, St. John's Road, Brighton. Closing Date: 30th April 1980. Please enclose a.s.e.

OXFORD
ST. CROSS COLLEGE

GRADUATE SCHOLARSHIPS

The college proposes to make available a number of scholarships for students who are entering the college in the autumn of 1980. The scholarships are open to students who are entering the college in the autumn of 1980. The scholarships are open to students who are entering the college in the autumn of 1980.

ULSTER
THE UNIVERSITY

DEPARTMENT OF MATHEMATICS

TEMPORARY LECTURERSHIP

Applications are invited for the post of Temporary Lecturer in the Department of Mathematics, with effect from 1st September 1980. The successful applicant will be expected to have a postgraduate qualification in the field of Mathematics, and to be able to set up postgraduate courses in the Department.

Salary in the Higher Scale will be £2,000, plus £1,000 London Allowance, with U.S.S. benefits.

Further particulars and application forms may be obtained from the Staff Officer, Ulster University, 100, St. John's Road, Ulster. Closing date: 31st May 1980.

THE OPEN
UNIVERSITY

DEPARTMENT OF MATHEMATICS

TEMPORARY LECTURERSHIP

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Salary in the Higher Scale will be £2,000, plus £1,000 London Allowance, with U.S.S. benefits.

Further particulars and application forms may be obtained from the Staff Officer, The Open University, 100, St. John's Road, The Open University. Closing date: 31st May 1980.

BATH
THE UNIVERSITY

DEPARTMENT OF MATHEMATICS

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Further particulars and application forms may be obtained from the Staff Officer, Bath University, 100, St. John's Road, Bath. Closing date: 31st May 1980.

BRIGHTON
POLYTECHNIC

DEPARTMENT OF MECHANICAL & PRODUCTION ENGINEERING

LECTURER II

In Heat Transfer

Salary: £7,092-£8,280 (bar) £8,871.

Details from: The Services Officer, Brighton Polytechnic, 100, St. John's Road, Brighton. Closing Date: 30th April 1980. Please enclose a.s.e.

SHEFFIELD CITY POLYTECHNIC

DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING

RESEARCH ASSOCIATE/ASSISTANT IN CONTROL ENGINEERING

HOT ROLLING MILL

CONTROL AND SIMULATION

This post is supported by Davy-Lowry Limited of Sheffield and is concerned with the modelling and simulation of a hot rolling mill.

The completion date of the project is 1982, but the post is a fixed period of twelve months. The salary will be in the range £3,500-£5,500.

Applications and further details are available from the Personnel Officer, Sheffield City Polytechnic, 100, St. John's Road, Sheffield. Closing date: 30th April 1980.

Further details and application forms may be obtained from the Staff Officer, Sheffield City Polytechnic, 100, St. John's Road, Sheffield. Closing date: 30th April 1980.

THE OPEN UNIVERSITY

FACULTY OF EDUCATIONAL STUDIES

TEMPORARY LECTURERSHIP

Applications are invited for the post of Temporary Lecturer in the Faculty of Educational Studies, with effect from 1st September 1980. The successful applicant will be expected to have a postgraduate qualification in the field of Educational Studies, and to be able to set up postgraduate courses in the Faculty.

Salary in the Higher Scale will be £2,000, plus £1,000 London Allowance, with U.S.S. benefits.

Further particulars and application forms may be obtained from the Staff Officer, The Open University, 100, St. John's Road, The Open University. Closing date: 31st May 1980.

ULSTER
THE UNIVERSITY

DEPARTMENT OF MATHEMATICS

TEMPORARY LECTURERSHIP

Applications are invited for the post of Temporary Lecturer in the Department of Mathematics, with effect from 1st September 1980. The successful applicant will be expected to have a postgraduate qualification in the field of Mathematics, and to be able to set up postgraduate courses in the Department.

Salary in the Higher Scale will be £2,000, plus £1,000 London Allowance, with U.S.S. benefits.

Further particulars and application forms may be obtained from the Staff Officer, Ulster University, 100, St. John's Road, Ulster. Closing date: 31st May 1980.

THE OPEN
UNIVERSITY

DEPARTMENT OF MATHEMATICS

TEMPORARY LECTURERSHIP

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BATH
THE UNIVERSITY

DEPARTMENT OF MATHEMATICS

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Salary in the Higher Scale will be £2,000, plus £1,000 London Allowance, with U.S.S. benefits.

Further particulars and application forms may be obtained from the Staff Officer, Bath University, 100, St. John's Road, Bath. Closing date: 31st May 1980.

BRIGHTON
POLYTECHNIC

DEPARTMENT OF MECHANICAL & PRODUCTION ENGINEERING

LECTURER II

In Heat Transfer

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Details from: The Services Officer, Brighton Polytechnic, 100, St. John's Road, Brighton. Closing Date: 30th April 1980. Please enclose a.s.e.

SHEFFIELD CITY POLYTECHNIC

DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING

RESEARCH ASSOCIATE/ASSISTANT IN CONTROL ENGINEERING

LEEDS
POLYTECHNIC

DEPARTMENT OF PHYSICAL EDUCATION AND HUMAN MOVEMENT STUDIES

LECTURER II IN PHYSICAL EDUCATION, MOVEMENT AND RECREATION STUDIES—3 POSTS

Applications are invited for the following posts: Lecturer II in Physical Education, Movement and Recreation Studies—3 posts. The successful applicant will be expected to have a postgraduate qualification in the field of Physical Education, Movement and Recreation Studies, and to be able to set up postgraduate courses in the Department.

Salary in the Higher Scale will be £2,000, plus £1,000 London Allowance, with U.S.S. benefits.

Further particulars and application forms may be obtained from the Staff Officer, Leeds Polytechnic, 100, St. John's Road, Leeds. Closing date: 31st May 1980.

ULSTER
THE UNIVERSITY

DEPARTMENT OF MATHEMATICS

TEMPORARY LECTURERSHIP

Applications are invited for the post of Temporary Lecturer in the Department of Mathematics, with effect from 1st September 1980. The successful applicant will be expected to have a postgraduate qualification in the field of Mathematics, and to be able to set up postgraduate courses in the Department.

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Further particulars and application forms may be obtained from the Staff Officer, Ulster University, 100, St. John's Road, Ulster. Closing date: 31st May 1980.

THE OPEN
UNIVERSITY

DEPARTMENT OF MATHEMATICS

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SHEFFIELD CITY POLYTECHNIC

DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING

RESEARCH ASSOCIATE/ASSISTANT IN CONTROL ENGINEERING

LEEDS
POLYTECHNIC

DEPARTMENT OF PHYSICAL EDUCATION AND HUMAN MOVEMENT STUDIES

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DEPARTMENT OF MATHEMATICS

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DEPARTMENT OF MECHANICAL & PRODUCTION ENGINEERING

LECTURER II

In Heat Transfer

Salary: £7,092-£8,280 (bar) £8,871.

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SHEFFIELD CITY POLYTECHNIC

DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING

RESEARCH ASSOCIATE/ASSISTANT IN CONTROL ENGINEERING

Polytechnics continued

The Council of the Polytechnic
invites applications for the post of
DEPUTY DIRECTOR
which will become available on
1st January 1981
following the retirement of the
present Deputy Director.
Salary approx. £16,000 pa
(under review)

Further particulars available from the Clerk to the Council,
Polytechnic of the South Bank
Borough Road, London SE1 0AA.
Closing date for applications: 12th May 1980.

SUNDERLAND POLYTECHNIC

Faculty of Humanities

Department of Business Management

As part of a programme of development the Polytechnic is planning to make the following three appointments:

(i) Principal Lecturer in Management Studies.

(ii) Lecturer II/Senior Lecturer in Accounting.

(iii) Lecturer II/Senior Lecturer in Marketing.

Teaching in the Department is to undergraduate, post-graduate and post-experience students of management and business studies.

For the Principal Lectureship, academic qualifications relevant to a Department of Business Management are needed but the exact discipline is less important than are the skills in innovation and leadership. The successful candidate will be expected to play a major part in planning and developing a proposed part-time first degree in Management Studies which is this important industrial area of Britain. It is intended to concentrate on management in manufacturing industry. Thus, management experience in industry would be an advantage.

The successful candidates for the vacancies in Accounting and Marketing will each join a small group of teaching staff in the relevant discipline. Applicants should be well qualified academically and preferably have relevant business experience.

Salary scales: Principal Lecturer £8,256-£9,162 Bar £10,362

Senior Lecturer £7,092-£8,280 Bar £8,871

Lecturer II £4,806-£7,092 Bar £7,686

Application forms and further particulars, separate for each post, may be obtained from the Personnel Officer, Sunderland Polytechnic, Ryhope Road, Sunderland SR2 7EE, and should be returned as soon as possible.

LONDON SE1

POLYTECHNIC OF THE SOUTH BANK

DEPARTMENT OF BUSINESS MANAGEMENT

SENIOR LECTURER IN ACCOUNTING

Applications are invited for the post of Senior Lecturer in Accounting, with effect from 1st September 1980. The successful applicant will be expected to have a postgraduate qualification in the field of Accounting, and to be able to set up postgraduate courses in the Department.

Salary in the Higher Scale will be £2,000, plus £1,000 London Allowance, with U.S.S. benefits.

Further particulars and application forms may be obtained from the Staff Officer, Polytechnic of the South Bank, 100, St.

Administration

KINGDOM OF SAUDI ARABIA

RIYADH AL-KHARJ HOSPITAL PROGRAMME

Providing high quality health care to the Armed Forces of Saudi Arabia, the Hospital Programme includes a 310 bed Military Hospital located five miles outside of the fast growing modern city of Riyadh and a satellite Hospital at Al-Kharj, some 83 km to the south.

The mainly British staffed Hospitals have been built and equipped to the highest specifications. As well as Accident and Emergency and Out-patient facilities, specialities include medicine; surgery (including cardiac and renal transplant); obstetrics and gynaecology; paediatrics; primary health care; psychiatry and dentistry.

Administrator—

Post Graduate Medical Education

Based at the Military Hospital in Riyadh. You will be controlling and co-ordinating Departmental post graduate teaching of both Saudi Arabian and expatriate staff in addition to organising post graduate medical staff. Links are already established with the U.K. medical schools. You will also be organising international medical symposia and conferences; programmes of visits by distinguished members of the medical profession and liaising with other medical institutions both within the Kingdom and abroad, including the Royal College. The work is challenging and involving and provides an ideal opportunity for career development in this exciting field.

Given the responsibilities involved you will need to be a graduate, fully familiar with the requirements of higher educational provision and ideally experienced in post graduate medical education—either hospital or university based.

The appointment will be for one or two years initially, renewable by mutual consent.

Salary: \$8,898 Saudi Riyals per annum (approximately £7.3 SR = £1).

The benefits package currently includes: tax free salary; excellent free furnished accommodation; extensive recreational facilities; free air fares; 4 weeks leave after completion of each 26 weeks service; a gratuity of one month's salary per twelve months service payable on completion of contract; generous educational allowances and free health care.

For details and an application form please write to: F. David Campbell, Manager Personnel Services, Allied Medical Group, 19 Grosvenor Gardens, London, SW1W 0DZ, quoting Ref: AMG 3, or telephone our 24 hour answering service on: 01-730 5336 (please quote reference number).

All applications will be dealt with in the strictest confidence.



Allied Medical Group



WEST GLAMORGAN INSTITUTE OF HIGHER EDUCATION, SWANSEA

Head of School of Business Administration

(Head of Department, Grade V, £10,128 p.a.-£11,253 p.a.)

The Institute seeks a well-qualified person to head the School of Business Administration from 1st September, 1980. A wide range of courses is offered, including Higher Diploma in Business Studies, DMS, Post Graduate Secretarial Studies, TUC Shop Stewards, and those for accountancy bodies. Possibilities exist to extend the B.A. (Combined Studies) degree with business orientated units.

The person to be appointed should have a graduate or equivalent qualifications with good academic and/or industrial experience. CMAA and BEC administrative experience will be an advantage as will be the ability to develop close ties with industry and commerce.

Application forms and further particulars of this post are obtainable from West Glamorgan Education Department, Princess House, Princess Way, Swansea. Please send a stamped, addressed, envelope, together with a recent photograph, to the post, reference number: (H.A. 05/1.8.80) (THES).

The closing date for the receipt of completed applications is THURSDAY, 1st MAY, 1980.

John Budge, Director of Education.

EDUCATION OFFICER THE COLLEGE OF RADIOGRAPHERS

The College is a professional body concerned with recognising schools of radiography, setting syllabuses of training and examinations, as well as the organisation of seminars and conferences. We are looking for an Education Officer to co-ordinate and administer the educational services of the College.

Salary (under review) presently in the range: £6,370-£7,800 plus London weighting £398.

Further details and application forms are available from the Secretary, The College of Radiographers, 14 Upper Woburn Road, London, W1M 8BA. Tel: 01-935-5725.

Last date for receipt of applications: 29th April, 1980.

Research Posts

Research Assistant in Business History

Required as soon as possible for official history of major insurance company. Successful candidate will have good first degree in history, economics or similar discipline. Precise field is negotiable; also research experience.

Second degree work at M.A. or Ph.D. level preferred but not essential.

Project is suitable for second degree candidate in process of completing dissertation.

Rates: S.S.R.C. levels for post graduate or post doctoral research assistants.

Application: Send curriculum vitae with two academic references to Clive Trebilcock, Pembroke College, Cambridge.

THE ASSOCIATED EXAMINING BOARD

For the General Certificate of Education

RESEARCH OFFICER

Applications are invited for the post of Research Officer in the Board's Research Unit at Aldershot. The Unit is concerned primarily with research in the field of educational measurement appropriate to the needs of the Board.

Applicants should be graduates with a first class honours degree in a field related to the measurement of human attributes such as educational achievement. A sound knowledge of statistical techniques is essential. Experience in teaching and in educational research is desirable. The appointment will be for two years, renewable.

The appointment will be on a salary scale of £7,410 to £9,140 per annum (under review).

Further information, together with an application form, may be obtained from the Associated Examining Board, 19 Grosvenor Gardens, London, SW1W 0DZ. Tel: 01-730 5336. Applications should be sent to the post, reference number: (H.A. 05/1.8.80) (THES).

CITY OF BIRMINGHAM

THE POLYTECHNIC FACULTY OF ENGINEERING AND SCIENCE

MICROPROCESSOR APPLICATIONS RESEARCH ASSISTANT

The successful candidate will have a degree or relevant professional qualification in Engineering or Science, with a specialisation in Microprocessors. The successful candidate will be responsible for the design and development of microprocessor based systems. The appointment will be for two years, renewable.

Further details and application forms may be obtained from the Personnel Office, City of Birmingham Polytechnic, 100, Edgbaston Park Road, Birmingham, B15 2TT. Tel: 021-359 4011. Extension 217.

LEICESTER

THE POLYTECHNIC

SCHOOL OF MATHEMATICS, COMPUTING AND STATISTICS

RESEARCH ASSISTANT

Applications are invited for the post of Research Assistant in the School of Mathematics, Computing and Statistics. The successful candidate will be responsible for the design and development of computer based systems. The appointment will be for two years, renewable.

Further details and application forms may be obtained from the Personnel Office, City of Leicester Polytechnic, 100, Leicester Road, Leicester, LE1 7RH. Tel: 0533-251001. Ext. 220.

Overseas

STATE OF QATAR UNIVERSITY OF QATAR P.O. BOX 2713, Doha

Applications are invited for posts as Professors, Associate Professors/Readers, Assistant Professors/Lecturers for the following specializations for the academic year 1980-81. The medium of instruction except in the Department of English and European Languages is Arabic.

FACULTY OF EDUCATION
1. Primary Education, 2. Technology of Education, 3. Methods of Teaching Studies, 4. Social Studies, 5. Mathematics, 6. Home Economics, 7. Management, 8. Nutrition, 9. Textiles and Dressmaking.

FACULTY OF HUMANITIES AND SOCIAL STUDIES
1. Arabic Dept., 2. English Dept., 3. Linguistics, 4. Geography Dept., 5. Sociology, 6. History Dept., 7. Modern History of the Arabs.

FACULTY OF SCIENCE
1. Physics Dept., 2. Theoretical Physics, 3. Nuclear Physics or Electronics, 4. Applied Physics (Mitsubishi Spectroscopy Application), 5. Botany Dept., 6. Ecology, 7. Zoology Dept., 8. Microbiology, 9. Marine Biology, 10. Geology, 11. Mineralogy, 12. Fisheries, 13. Oceanography, 14. Meteorology, 15. Chemistry Dept., 16. Inorganic Chemistry, 17. Organic Chemistry, 18. Physical Chemistry.

FACULTY OF ENGINEERING
1. Mechanical Engineering, 2. Civil Engineering, 3. Electrical Engineering, 4. Chemical Engineering.

Applicants for these vacancies should have a Ph.D. degree in the field of specialization and should hold, or should have held, a permanent position in any of the recognized universities or research institutions.

All salaries are in accordance with the University's scale, and depend on qualifications and previous experience. Accommodation is provided along with a return air fare. Appointment is for a period of three years, renewable. Medical care is free. Applicant's curriculum vitae should include full personal details, i.e., name, address, nationality, date of birth, religion, marital status, qualifications, previous experience, list of publications and research. Copies of relevant certificates and records of previous experience should be attached. No C.V. will be returned to any applicant. Original documents must be presented by appointees later.

Applicants working in universities or research institutions should clarify their position and teaching duties for their curriculum vitae. The closing date for receipt of applications is 15th May 1980. Applications should be sent to the post, reference number: (H.A. 05/1.8.80) (THES).

For Sale and Wanted

OXFORD

House for sale in Oxford. 4 bedrooms, 2 bathrooms, 2 living rooms, 2 dining rooms, 2 kitchens, 2 porches, 2 garages, 2 outbuildings, 2 swimming pools, 2 tennis courts, 2 golf courses, 2 country clubs, 2 schools, 2 hospitals, 2 universities, 2 research institutions, 2 government departments, 2 private companies, 2 public companies, 2 partnerships, 2 sole traders, 2 self-employed, 2 retired, 2 widowed, 2 divorced, 2 single, 2 married, 2 cohabiting, 2 civil partners, 2 common law partners, 2 de facto partners, 2 de jure partners, 2 legal partners, 2 official partners, 2 recognized partners, 2 approved partners, 2 licensed partners, 2 authorized partners, 2 accredited partners, 2 certified partners, 2 registered partners, 2 incorporated partners, 2 limited partners, 2 unlimited partners, 2 joint partners, 2 joint venture partners, 2 joint ownership partners, 2 joint management partners, 2 joint decision making partners, 2 joint responsibility partners, 2 joint liability partners, 2 joint risk partners, 2 joint reward partners, 2 joint benefit partners, 2 joint advantage partners, 2 joint opportunity partners, 2 joint potential partners, 2 joint future partners, 2 joint destiny partners, 2 joint fate partners, 2 joint fortune partners, 2 joint luck partners, 2 joint chance partners, 2 joint risk partners, 2 joint reward partners, 2 joint benefit partners, 2 joint advantage partners, 2 joint opportunity partners, 2 joint potential partners, 2 joint future partners, 2 joint destiny partners, 2 joint fate partners, 2 joint fortune partners, 2 joint luck partners, 2 joint chance partners.

LIVERPOOL THE UNIVERSITY

DEPARTMENT OF ELECTRONIC ENGINEERING AND ELECTRONICS

RESEARCH ASSISTANT

Applications are invited for the post of Research Assistant in the Department of Electronic Engineering and Electronics. The successful candidate will be responsible for the design and development of electronic systems. The appointment will be for two years, renewable.

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